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ABSTRACT

This guide explains why the humanities are important in school-to-work systems and how high schools can develop one of two types of programs integrating humanities coursework and career exploration: the study of humanities as a way to enrich individuals' work lives and the study of humanities as career fields in their own right. The first half of the guide profiles the 3 humanities-based career exploration programs that were awarded the designation "Lighthouse" (model) site in U.S. Department of Education and Labor Regions VIII, IX, and X and the 29 sites that received honorable mention. The three Lighthouse programs are as follows: a series of experiential education programs integrating research, writing, literature, and issues surrounding Montana's heritage and public lands; a way-finding academy tying hands-on activities to careers related to the Hawaiian environment; and an applied English program highlighting various career options. The guide's remaining 3 sections contain the following: state frameworks, suggested activities, and sample projects for teaching global economics; lists of 15 relevant organizations, 23 online resources, 30 curricula and guides, 33 recommended publications, and the state humanities councils in the 12 states in regions VIII-X; and planning questions and a planning matrix for career pathways. (MN)

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Balancing Life & Work

The Humanities as an Essential Part of Career Exploration

Northwest Regional Educational Laboratory

CE076567

Balancing Life & Work

The Humanities as an Essential Part of Career Exploration

March 1998

Leslie Haynes & Amy Blake
Education & Work Program

Northwest Regional Educational Laboratory

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To nominate an exemplary program that integrates one or more areas of the humanities and career-related learning, contact Dr. Larry McClure, Director, Education and Work Program, Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204, (503) 275-9597 or (800) 547-6339, extension 597, or e-mail mcclurel@nwrel.org.

Comments or inquiries about the publication itself may be directed to Larry McClure at the above address.

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The Importance of Humanities in School-to-Work Systems

A Message from Lynn Simons, Loni Hancock, and Carla Nuxoll, Secretary of Education's Regional Representatives for Regions VIII, IX, and X

The power of school-to-work as an educational strategy lies in its ability to interest young people in learning. Linking a high-quality academic education to success in the world beyond school brings a vital immediacy to both in-school and workplace learning that is difficult to achieve in any other way.

Integrating the academic curriculum with experiential education and work-based learning has the potential to enhance the intellectual growth of all students as well as prepare them to participate responsibly in the global economy. To achieve this potential, school-to-work must become part of a movement toward a new American high school, a new way to educate *all* students—not simply an enriched vocational education program.

School-to-work can help every student, from drop-out to university-bound, find new excitement in learning as well as achieve a stronger vision of how that learning might provide the foundation for a satisfying career. For this to occur, however, the academic learning in school-to-work systems must be based on rigorous academic standards. We need to be able to ask ourselves, "Would I want my children in a school-to-work career pathway?" The answer must be, "Only if they can also get a good classical education."

Integrating the humanities—literature, history, philosophy, art, economics—into school-to-work career pathways is essential to creating a comprehensive and challenging curriculum that is both *rigorous* and *relevant*. These disciplines can provide pathways for students to explore as well as enrich their understanding of a chosen career area of interest.

When students in a biotech academy read Sinclair Lewis's *Arrowsmith* in English class, when students in a business and finance career pathway study American economic history, when students in a travel and tourism pathway study the writings of Margaret Meade and other anthropologists, they add an important dimension to their education that they might not have gotten in a more traditional classroom situation. Including humanities courses in career pathways expands students' awareness of all aspects of their chosen area of interest. They also gain increased understanding of many facets of the adult work they are considering.

We have found that few curricula explicitly link high-quality academic work in the humanities with workplace learning in career pathways. We offer some of the best examples we have found, and invite you to send us more based on your experience in your own schools. We are just beginning this journey and can all learn from one another.

Bon voyage!

Table of Contents

About this Guide 1

Lighthouse Sites 3

Region VIII 5
Region IX 7
Region X 9

Honorable Mention Sites 11

Global Economics 37

State Frameworks 39
Suggested Activities 40
Sample Projects 41

Relevant Resources 43

Organizations 45
Online Resources 46
Products 48
Recommended Reading 51

Planning Worksheets 53

Sample Planning Questions
Sample Planning Matrix for Career Pathways
Blank Planning Matrix for Career Pathways
Blank Planning Questions

About This Guide

This guide is devoted to the integration of humanities coursework with career exploration. Programs highlighted here represent variations of two basic formats: the study of humanities as a way to enrich our work lives and the study of humanities as career fields in their own right. Each falls somewhere along a continuum: Some are small units, some semesterlong projects, and others model schoolwide reform.

Many of the teachers involved in these programs are finding ways to bridge subject-matter disciplines and help students see how successful employment today requires graduates with new and different kinds of skills—most of which are taught through the humanities. Schools successfully implementing these approaches are doing so with the active involvement of practitioners in the field. Sometimes this means community experts coming into classrooms; other times it means students going out on job shadows and internships to see for themselves how the humanities are an essential part of the school-to-work equation. You will read about students joining in humanities activities as participants, not spectators, whether they are working to bring children's literature alive to elementary students or working with state officials on land-use policies.

In addition to the profiles, we have included a number of resources, including planning documents, related Web sites, and recommended reading. The Global Economics section contains ideas for a series of lessons and units. Most of the texts and curricula included in the Relevant Resources were nominated by teachers who are currently using them in the field.

The projects and resources featured thrive on the power of collaboration and integration between departments, schools, businesses, and communities. The work-based learning coordinator and the English teacher share a concern about literacy requirements of high-performance work places. Industry and government share a concern about young people's ability to function in a complex economy. Business leaders and school administrators share a concern about students' work ethic. Our aim is to remind educators of their interdependence and mutual goals.

Whatever your objective, read on for concrete examples. And look for colleagues on your campus and experts in your community who want to help students see these connections.

Lighthouse Sites

Lighthouse

SITES

At the beginning of this project, teachers in comprehensive high schools, regional occupational programs, and alternative schools throughout the West were invited to submit locally developed or commercially available curricula and instructional strategies that integrate humanities coursework with career exploration. Based on the 300 submissions received, three were chosen as Lighthouse, or model, sites.

The selection of these sites was made by Lynn Simons, Loni Hancock, and Carla Nuxoll, Secretary of Education's Regional Representative for Region VIII, IX, and X respectively. This committee sought programs that exhibit clearly defined academic and career-related standards, substantial and rigorous humanities content, and well-maintained connections to the community.

Based on information provided by each site, we have included a detailed description of the programs offered. You may want to use this information to implement changes in your classroom. You may want to write the contact person for more information. You may also want to visit their school or invite them to visit yours.

Region VIII
Insights Through Exploration

Experiential education programs developed at Corvallis High School integrate research, writing, and literature while examining issues surrounding Montana's heritage and public lands.

Founded in 1991, Insights Through Exploration courses offer students in this rural district the chance to work with community members, local organizations, and national and state agencies.

Insights Through Exploration comprises the following programs, each of which actively involves students in the preservation and documentation of Montana's physical and historical heritage.

■ **The Beaverhead/Ravalli Anthropological Co-op** focuses study in the field on abandoned mining and Native American sites in southwestern Montana. Students from three regional high schools engage in cross-curricular examination of these sites. Activities combine anthropology, English, art, history, science, photography, and math. Data from this five-year study will be used to place these sites on the National Historic Register.

■ **Classroom Without Walls** challenges sophomores and juniors to use their academic skills to examine issues associated with the use of the nation's public lands. Through rigorous outdoor pursuits in remote wilderness areas, the program integrates language arts, science, and social studies content.

■ **The Corvallis Community History Project** engages students in the collection of oral histories, old photographs, and anecdotal stories. Their research is used to identify changes in local demographics and is made available to the public via the Internet. The project is open to ninth-grade English and geography students.

■ In partnership with the Montana Department of Fish, Wildlife, and Parks, students in the **Calf Creek Project** study the impact of public recreation on a wintering elk range. Their findings are published in that agency's yearly management plan.

■ Offered as an option to sophomores who wish to pursue research in cross-curricular areas, the **Research and Literature** course gives students the resources needed to produce a professional product for an outside audience. Students' theme-based explorations culminate in a public presentation. Literary offerings draw from the fiction, non-fiction, and mythology of the American West.

■ Students involved in the **Bannack State Park Visitor Center Project** analyze historical and demographic data. During the park's annual celebration, students

"We are creating an interest in our communal heritage and an understanding of the need to preserve this heritage. We are discussing how to archive collected material like this photo and how to further share those materials with members of our community. We will be building an addition to our school in the near future and hope that one of our old classrooms can be set aside as a community gathering place where information can be gathered and shared."—Phil Leonardi, teacher and Director, Montana Heritage Project, Corvallis High School

create interpretive displays and provide an electronic kiosk that features historic photos, documents, taped interviews, and period music. This project involves students from Research and Literature, Composition, and sophomore English.

■ In the **Montana Heritage Project**, ninth-grade students explore historical and geographical change in the local area. Using primary sources (journals, photographs, first-hand testimonials, and maps), students compare past and present Corvallis. During their study, they are introduced to the tools of the map maker, film maker, researcher, writer, and public speaker.

■ **The Riparian Monitoring Program** educates students in ecology through evaluating local stream quality and sharing data with environmental agencies. During a five-week period, data are collected and shared with environmental agencies for management purposes. Students can participate during all four years of high school, monitoring different factors each year.

Students involved in Insights Through Exploration projects establish mentor relationships with professionals. Students perform services for their community, complete authentic tasks for local organizations, and acquire career-related skills. Because course offerings are optional, students are able to explore how humanities coursework can lead to careers in their chosen field of interest.

School restructuring efforts at Corvallis High School stem from a core belief in interdisciplinary learning measured by authentic outcomes. This model links learning in the humanities to projects that benefit the whole community. Students regularly work with professionals from the following agencies: soil biologists from federal fisheries, museum preservationists from the Montana Historical Society, anthropologists from the Bureau of Land Management, researchers from the Montana Fish, Wildlife, and Parks, and staff from the University of Montana.

CONTACT: Steve Fisk and Art Rzasa, Corvallis High School, P.O. Box 700, 1045 Main, Corvallis, Montana 59828; (406) 961-4894.

Region IX
Ho'ala Na Pua—Awaken the Children

Centered around Hawaiian culture with an emphasis on strengthening the bonds between the land, the sea, and the island people, this way-finding academy offers hands-on learning activities tied to careers related to the environment.

The Ho'ala Na Pua program reflects a strong commitment to experiential education and environmental stewardship. From its inception, interested teachers worked with parents, students, and the local community to develop a common vision for a sustainable future and gain support for their program.

All students interested in Hawaiian studies may enroll in this four-year academy. The theme of voyaging permeates academic study and self-exploration. Ninth- and 10th-grade students follow a college preparatory curriculum that integrates navigation components and work-based learning. Course offerings for juniors and seniors include navigational math and science as well as ethnic and environmental studies. Hawaiian texts, including journals and oral histories, add to standard literary offerings.

The program culminates in a voyaging unit that integrates math, science, mythology, physics, oceanography, chemistry, and astronomy. During a two-week period, students explore 200 miles of coastline in their double-hulled canoe, or *E'ala*. Students gain considerable skill in the areas of teamwork, communication, leadership, self-confidence, and personal responsibility.

The work-based component of this program is based on the belief that through education every student can succeed in the world of work. To achieve this end, career mini-conferences are offered in conjunction with the West Hawaii Business-Education Partnership. The conferences feature hands-on workshops and motivational lectures addressing issues such as communication skills, work ethic, and cooperative work environments. Community elders offer an historical perspective on careers that can sustain life in the future.

In order to support their participation in the canoe voyage along the Kona coast, students also research and develop a small business venture. They are supported by the Business-Education Partnership, whose members help students secure low-interest start-up loans and monitor students' entrepreneurial efforts.

Students also learn to become self-sustaining by using the land and the sea. During agricultural units, students propagate and harvest native plants. In aquaculture activities, students study ecosystems and harvest marine life. In animal husbandry explorations, students care for and harvest animal products. In arts and crafts ventures, students use indigenous materials to create traditional crafts. Each activity teaches students the interrelation of all living things. In addition, students gain merchandising, marketing, and recordkeeping skills in order to create and sustain a viable business.

"Much of the literature read is Hawaiian stories, legends, and history from journals during Captain Cook's time. We compare these selections to modern literature and news stories. By reading these texts, students come to understand how people's attitudes towards what they see are colored by their attitude towards themselves. For instance, our ancestors were once regarded as uncivilized people. Now traditional Hawaiian culture is seen as a model of harmonious living and environmental stewardship. Our students must decide for themselves whether they will become takers or leavers."—Anna Hickcox, Coordinator, Ho'ala Na Pua

Ho'ala Na Pua seeks to develop an interdisciplinary and integrated curriculum to be implemented by program teachers, community members, and state and district personnel. All community service activities focus on careers directly related to the environment. Projects involve work with professionals in careers related to agriculture, the environment, and the ocean: marine biologists, dive-boat operators, and botanists. The school and the students have formed partnerships with the following organizations: the University of Hawaii, the National Guard, Na Kalai Wa'a (The Canoe Builders), Pu'uhonua o Honaunau National Park, the Queen Liliuokalani Children's Center, the Hualalai Development Corporation, and the state employment office. These organizations provide job shadows, internships, materials, and guidance.

CONTACT: Anna K. Hickcox, Ho'ala Na Pua Coordinator, Konawaena High School, P.O. Box 689, Kealakekua, Hawaii 96750; (808) 323-2040.

Region X
From Shakespeare to Studs Terkel

St. Maries High School in Idaho offers an Applied English class that gives students an opportunity to explore various career options while preparing to face reading and writing challenges in college and the workforce.

What began in 1991 as a five-month study of the connections between the study of literature and career exploration is now a popular senior English course at St. Maries High School. This rural school is located on the shores of Lake Coeur d'Alene in northern Idaho.

The team-taught course encompasses the basics of traditional English programs (grammar, writing, and literature) and word-processing applications while presenting course content in the context of career development. Designed to offer the widest possible latitude to seniors as they plan their futures, the English component draws upon novels, short stories, and poems that reflect on aspects or attitudes surrounding the workforce, the job market, specific jobs, and national trends. Students analyze work-related challenges, both in their texts and in their lives. Literary offerings range from Arthur Miller's *Death of a Salesman* to the poetry of Robert Frost. Related writing topics call for a synthesis of literary criticism and self-analysis.

Depending upon the focus—literary analysis or career exploration—students rotate between two teachers. Students explore and develop future goals using career information software and composing autobiographies. Since its implementation in 1992, the course has continued to hone students' oral and written communication skills so that they are ready for college, trade school, or the workforce.

The school-to-work coordinator sets up and monitors work-based learning for students enrolled in this class. All students have the option of participating in a work experience, job training, or workplace mentoring program and are expected to master general workplace competencies. The adopted textbook, *Effective Communication for Today*, links oral and written communication to workforce skills. Throughout their career explorations, students use Idaho's Career Information System software.

Business leaders actively participate in this course by serving as guest speakers. They also monitor year-end simulated job interviews during which students verbalize their career plans and present career portfolios. Throughout the year, these partners provide work sites for student job shadows and internships. In order to create a computer writing lab, community partners—the University of Idaho and the Potlatch Corporation—donated computers and printers.

CONTACT: Martha Darter and Miriam Foster, St. Maries High School, HC 03 Box 33-B, St. Maries, Idaho 83861; (208) 245-2142.

"Realizing that they need both academic preparation and workforce training, I found myself teaching more Applied English to my Honors English class and more Honors English to my Applied English students."—Martha Darter, English Department Chair

Honorable Mention Sites

Honorable Mention

SITES

The following courses, programs, academies, and pathways were nominated for recognition in our 15-state survey. Although in varying stages of development, all of the Honorable Mentions demonstrate interesting and meaningful ways to connect humanities coursework with community resources, career exploration, and work-based learning. While some schools have adopted an academy model and infused humanities content throughout career pathways, others have engaged in schoolwide projects that bring together the school and the community. These examples show the continuum of ongoing efforts to establish a strong link between humanities subject matter and career concerns.

Academy X

Sir Francis Drake High School
San Anselmo, California

One of several academies at Sir Francis Drake High School, Academy X focuses on preparing 11th- and 12th-grade students for leadership in community, business, and government organizations. This academy combines academic preparation with a meaningful opportunity for work and learning outside of school.

Students take a core curriculum of U.S. History, American Literature, Government, Economics, Oral Rhetoric, Writing Workshop, and workplace learning classes over a period of two years. Academy X students are expected to master the content of classes, develop expertise in the professional skills associated with the world of work, and demonstrate a commitment to personal and ethical qualities necessary to meet the challenges of 21st-century life.

Academy X seeks to blur the lines between the classroom and the community. Classroom work is guided by an essential question such as "How is the American experience relevant to a young Californian in the 21st century?"

Students are intensively involved in project-based learning. Student-devised projects must be authentic and academically rigorous; they must also involve adults in the community, encourage active learning, and require application of critical-thinking skills. For example, in one project, students created a mosaic that reflects the experience of the various immigrant/migrant groups who settled in the San Francisco Bay area. Study in the field required reading primary documents and archived material as well as interviewing community members. Students then met with a professional artist to make the connection between historical facts and public art. Literature, here *The Grapes of Wrath*, was used as a means of comparing the experiences of immigrants.

In order to create an integrated experience, students also investigate an essential question at their internship. This year, students researched the role of learning in the workplace and the role of work in the American experience, focusing specifically on their internship site. Upon completion, students present their findings to their co-workers at the site.

CONTACT: Tom Markham and Bob Lenz, Academy X, Sir Francis Drake High School, 1327 Sir Francis Drake Boulevard, San Anselmo, California 94960; (415) 458-3487.

Welcome to Academy X

Good-bye, Summer.
Hello, Office . . .

Office? Yes, look around you. You will notice that the room feels more like an office than a classroom. That's by design.

Think of yourself as a student who is learning skills and information useful to your future as an employee, entrepreneur, and contributor to a healthy society and positive world. How will you accomplish this?

First, you will be involved in projects that integrate the skills and knowledge you need to be successful in school or at work. Second, you will spend 10 weeks in an off-campus internship learning experience—an on-the-job experience that will show what successful adults do all day long. Third, you will be challenged.

Be prepared to work independently, to take total responsibility for your learning, and to stretch yourself as a learner.

The faculty this year is composed of Bob Lenz (U.S. History), Tom Markham (Workplace Learning), and Chizzie Griffith (American Literature). You will receive credit for these three classes, although you will not know at all times which class you are in.

BEST COPY AVAILABLE

Adapting Literature for the Stage and Screen

South Salem High School
Salem, Oregon

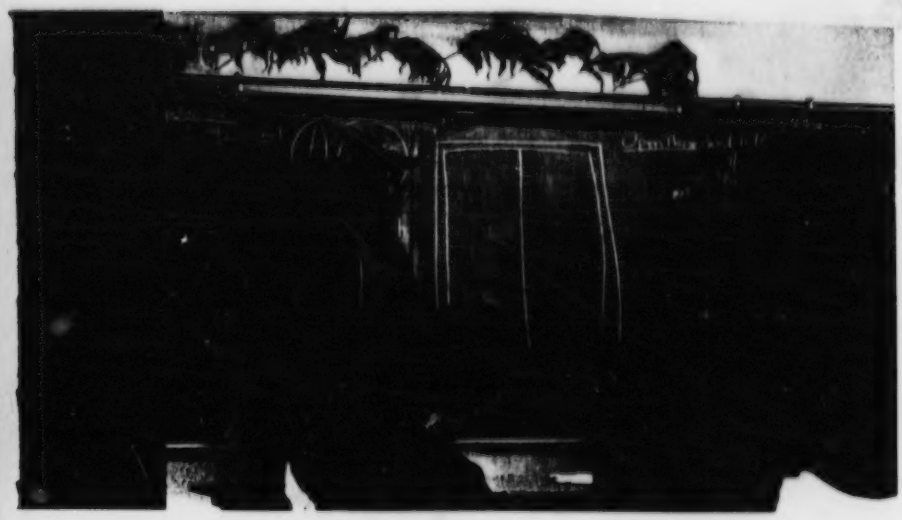
At South Salem High School in Salem, Oregon, students can take a class that will help them get to Hollywood…or anywhere else people write, produce plays, and make movies.

Adapting Literature for the Stage and Screen teaches students complex reading skills and the technological know-how that theater, video, and film professionals need. The course and activities were developed by teachers Tim Jaskoski, Brian Putnam, and Mike McDonald; Rob Patton recently joined the team.

Students learn about the uses of art, English, and technology in film and video making, and then apply those concepts to their own projects. Activities and skills that might seem far removed from the world of work (identifying events, themes, and genre; analyzing and interpreting) are essential to the occupations the students may pursue.

In groups students arrange schedules and plan equipment needs, and cast, perform, direct, film, and edit a movie based on a literary story. Their work, written or filmed, must show an understanding of the genre and its development over time while communicating and interpreting meaning in the literature. Through choices of medium, lighting, and camera angles, students learn to use and understand technology as a tool for communication. Before filming, students work together to create a storyboard/script. They learn both the technical and aesthetic aspects of writing, directing, filming, and editing, of turning raw footage into a piece that communicates through content and presentation. Student-produced adaptations of texts range from the works of Shakespeare to Ray Bradbury to Tom Robbins.

CONTACT: Tim Jaskoski, South Salem High School, 1910 Church Street S.E., Salem, Oregon 97302; (503) 399-3252.



Applied Communications

Entiat Senior High School
Entiat, Washington

The Applied Communications courses at Entiat Senior High School in Entiat, Washington, are offered to students in grades nine through 12, and integrate a traditional English course with school-to-work/life issues and activities.

All courses address five competencies: reading, writing, conventions, literature, and career focus.

Ninth-graders concentrate on word processing and gaining the necessary technical skills for different kinds and levels of communication. Students practice the modes of writing, study literature, and develop communications skills and writing style. Class time is also used to set personal and career goals and to begin a career portfolio. Tenth-graders read *To Kill a Mockingbird*, *West Side Story*, *Romeo and Juliet*, and a wide selection of poetry. As part of the textual discussion and analysis, students learn the principles of conflict management and resolution.

In the junior year, students begin to define post-graduation plans. Each participates in a job shadow with a local professional to learn more about on-the-job application of English and communication skills. Students add to their career portfolios by researching and creating a plan of action for achieving career goals.

"Until all the academic disciplines are connected in some way to career preparation or exploration programs, we cannot consider our schools successful. Every discipline contributes to the lifelong skills and knowledge of students."

—Lynn Simons, Secretary's Regional Representative, U.S. Department of Education, Region VIII

Seniors complete a senior project and portfolio comprising a career plan, resume, sample letter of application, and an exit interview.

As the course continues to develop, parents will participate in the exit interview and become actively involved in their children's education and career planning.

In and out of class, students perform advanced research and acquire the necessary skills to complete large projects. Students work on citizenship and leadership issues so that when they enter college or the workforce they have both technical skills and a sense of responsibility.

CONTACT: Lee Gibbs, Entiat Senior High School, 2650 Entiat Way, Entiat, Washington 98822-9710; (509) 784-1911.

Arts and Communications Pathway

Eugene School District 4J
Eugene, Oregon

At Willamette High School in Eugene, Oregon, juniors study the fine arts alongside U.S. history in the two-semester course Humanities I. In the first semester, students survey the development of graphic and performing arts from the pre-Colonial era through the Civil War, and in the second semester from the late 19th century to the late 20th century.

Job shadows and career exploration are integral to the entire course. The main texts consist of films, multimedia resources, paintings, photographs, and other resources that are used in conjunction with the textbook *The Americans, A History*. Films include those in the *Art in America* series, which profiles art genres and highlights career opportunities in the fields of painting, photography, and writing. Students deliver a presentation on their job shadow experiences and complete a portfolio at the end of the second semester.

Humanities I is one of many classes in Eugene District 4J schools that help juniors and seniors complete the Certificate of Advanced Mastery (CAM) in Arts and Communications. Throughout Oregon, students will be able to pursue a CAM in one of six career pathways after completing the Certificate of Initial Mastery in the 10th grade. The CAM program ensures that students learn professional technical education and have career-related learning experiences. In Eugene District 4J the program is entitled Eugene Arts-Comm and combines school-to-work activities with the state CAM standards.

Eugene Arts-Comm encompasses classes in visual arts, language arts and forensics, foreign languages, journalism, music, and drama, and engages students in job shadows, internships, or apprenticeships in areas such as dance, music, graphic arts, photography, broadcasting, and writing.

As juniors and seniors, students work on projects or at jobs provided by the district, Lane Community College, the University of Oregon, and local businesses. Combining the study of math, science, English, and history with the practical application of the arts, students concentrate in one of five areas: Music and Performing Arts, Visual Arts, Communications Technology, Foreign Languages, or Literature.

All students have an individualized plan and work in conjunction with a teacher mentor, worksite mentor, the school's school-to-work coordinator, and the district's curriculum coordinator. Students apply for admission to the program, which includes Saturday career seminars, job shadows, internships, a portfolio of work, and a final project or exhibition.

Other schools' projects include 19th Street Productions, run by South Eugene High School students who coordinate projects such as renting the school auditorium, selling tickets, and marketing.

North Eugene High School operates a student art gallery, and Arts-Comm students also write and publish the school's newspaper and literary magazine.

At Churchill High School, students are involved with several school-based enterprises, including a radio station, video production

and duplication, graphic design, and community service.

Sheldon High School operates KRVM, the district radio station, and houses a TV studio and communications center.

CONTACT: Tim Volem (Humanities I), Willamette High School, 1801 Echo Hollow Road, Eugene, Oregon 97402; (541) 689-0731; Denise Gudger (Arts-Comm), Curriculum Coordinator, Eugene District 4J; 200 N. Monroe Street, Eugene, Oregon 97402; (541) 687-3351.

"Every career path has great literature associated with it. Students interested in the study of law could read Harper Lee's To Kill a Mockingbird; students wanting to explore careers in environmental science could read the work of Wendell Berry. The Grapes of Wrath, for instance, reveals as much about the economy of California during the Depression as it does about human suffering."

—Loni Hancock, Secretary's Regional Representative, U.S. Department of Education, Region IX

Black Hills Careers Academy

Sturgis, South Dakota

The Black Hills Careers Academy, part of the Special Services Co-op in Sturgis, South Dakota, is a high school for at-risk youth. Students throughout the state are referred to the academy by schools or state agencies.

Many of the academy's courses integrate students' artwork and writing with work- and project-based learning. Instructors work with students to identify career interests and educational opportunities.

Students spend half of the school day in a classroom setting working in science, math, communications, social studies, health, and character counseling. The other half is spent at businesses that provide work-based learning experiences for the students.

Students create their own artwork and designs that are used for products they make and market through school-based enterprises. While drawing or painting pictures for a calendar or designing and building furniture, students learn important job and life skills.

Periodically, artists-in-residence work with students on character components such as honesty, responsibility, and citizenship, which are core components of the academy's curriculum.

Through each artist's medium, students explore what those ideas mean to them. These experiences help many students discover the role of arts and artists in society, both past and present. For some, it becomes a way of exploring their Native American heritage.

The entire program has proved a positive experience for students, who have previously seen few options beyond high school and often have had neither the means nor encouragement to express themselves creatively.

CONTACT: Ernie Bantam, Director, Black Hills Careers Academy, Black Hills Special Services Co-op, 2885 Dixon Drive, Sturgis, South Dakota 57785; (605) 642-8286.

Bosnian War Research Project

Eisenhower High School
Yakima, Washington

This project is the result of a collaboration between an English teacher, who designed the project, and a technology teacher, who offered technical support.

Following their reading of Elie Weisel's *Night*, which deals with the author's experience in a concentration camp during the Holocaust, students discussed the atrocities of war. Events in Bosnia served as a contemporary example.

Working in pairs, students then used computer technology to research an aspect of the Bosnian war. They created multimedia presentations by researching primary documents and interviewing professionals involved with the International War Crimes Tribunal. An assistant prosecutor for the Bosnian War Crimes Tribunal at The Hague served as an Internet guide for the class, recommending appropriate sites and helping them locate relevant resources.

Through contact with professionals, students looked at how the quest for justice defines specific careers. In addition, they examined real-world issues: ethnic conflict, gender discrimination, violence, and peacekeeping.

In order to provide an authentic audience for their research, student presentations were scheduled with the local school board and outside service organizations. In the process, students' academic knowledge was transformed into a series of multimedia presentations. Students considered the aesthetics involved in creating an informative and interesting electronic presentation.

Students also designed an evaluation process to help refine their presentations. Connecting with professionals and speaking to an outside audience helped them develop such job-related skills as self-management, team work, and oral and written communication.

The project's reputation has grown locally, and students are in high demand as speakers.

CONTACT: Jan Case and Glenn Krieger, Eisenhower High School, 702 N. 40th Avenue, Yakima, Washington 98908; (509) 573-7021.

Ideas on Integration

Integrating humanities coursework with career exploration may be as simple as asking students to bring in examples of how a parent, neighbor, or friend encounters humanities-related issues and content (art, music, literature, economics, history) in their work life.

Ask your students to observe people drawing from humanities subject matter in their daily lives.

If you are past that stage, think about modifying an existing unit. Have your students, for example, look at the skills required of a supervisor, manager, or CEO and compare those to the skills exhibited by historical figures or political leaders.

Or, you might want to share your ideas with a colleague interested in cross-subject activities. An English teacher could work with a civics teacher so that their common students reading *The Crucible* can discuss legal issues that affected the lives of the Puritans and examine similar present-day issues.

Career Planning and Job Shadows

Elgin Public School, Elgin; Flasher Public School, Flasher; Carson Public School, Carson; North Dakota

At three high schools in southwestern North Dakota, career planning and job shadows are incorporated into English, family and consumer science, and other classes. The teachers at Elgin, Flasher, and Carson Public Schools have expanded the scope of their subjects to help better prepare their students for the workplace.

Throughout the three courses, students in grades nine through 12 research careers in which they are interested, write reports and give presentations on occupational outlooks, write resumes, and perform mock interviews with each other.

Students use the Internet and meet with local professionals in order to explore specific jobs within career fields. Eleventh- and 12th-graders enrolled in communication classes participate in a 40-hour workplace experience. Local businesses in the towns of Elgin, Flasher, and Carson host these students, and mentors work one-on-one to help students learn about the skills, training, and duties of that workplace. During the extended job shadow, students experience firsthand the writing, interacting, and decisionmaking that they have talked about in class.

Every student completes a portfolio that details his or her career exploration and future plans for education and work. The career exploration and planning component has been in effect for two years, and the job shadow program is in its fifth year of existence.

The schools plan to conduct a follow-up study of their graduates to understand how the program has helped students and how it might be improved.

CONTACT: Sharon Klein, Elgin Public School, 110 Northwest Street, Elgin, North Dakota 58533, (701) 584-2374; Gayla Lang, Flasher Public School, 206 3rd Avenue E., Flasher, North Dakota 58535, (701) 597-3355; Ann Hertz, Carson Public School, 2nd Avenue W., Carson, North Dakota 58529, (701) 622-3263.

"The importance of the humanities can't be overstated. It's a challenge to bring the rich study of literature and the world of work together in a way that does them both justice. Too often the study of English, when discussed in relation to career development, is reduced to resume writing and business letters, which, while important, do not encompass the full richness of the study of literature."

—Carla Nuxoll, Secretary's Regional Representative, U.S. Department of Education, Region X

Career Portfolios Districtwide

Polson School District Polson, Montana

Gaining self knowledge, discussing core values, examining how stereotyping affects people's lives—these are some of the topics discussed in the Polson Career Development Program.

This program has three major components: career portfolios, career pathways, and job shadowing. Using the Get a Life portfolio developed by the American School Counselor Association, students are guided through a career development process. Polson School District was one of eight national demonstration sites successful in integrating the portfolio into the district's curriculum.

The district has also defined six pathways around major career fields: Arts and Communication; Engineering and Technology; Natural Resources; Health and Wellness; Business and Marketing; and Human Services. Through pathway selection, students are able to choose courses leading toward identified academic and personal goals.

In addition, all sophomores participate in a job shadowing program. According to school officials, the success of the program rests on three components: inservice programs, integration into academic courses, and interdisciplinary teaching teams.

Initially, a team of teachers reviewed the district's curriculum to determine where specific workplace competencies could be demonstrated by students. To ensure that each student engages in career

development, the English curriculum was chosen as the primary delivery vehicle. This language arts program encompasses "all of the ways that human beings use language to symbolize and interpret their experiences to find meaning in their lives."

At each grade level, life skills such as cooperative learning and active listening are addressed. Students are taught and encouraged to express themselves in a variety of forms, from poetry to public speaking.

Literary works such as *Othello*, *The Adventures of Huckleberry Finn*, *Lord of the Flies*, and *Future Shock* are examined both in terms of what they say about the human condition and what they say about the changes in life roles.

CONTACT: Sherry Jones, Project Director, Polson Career Development Team, Polson High School, 111 4th Avenue E., Polson, Montana 59860; (406) 883-6350.

Communicating for Technology

Campbell County High School
Gillette, Wyoming

The senior-level Communicating for Technology course at Campbell County High School in Gillette, Wyoming, integrates a traditional English class with Business Education.

For four years Judy Cummings, Business Education, and Carol Bierbaum, English, have team taught the course, helping to develop their students' employability skills and broaden their occupational interests.

In class, students practice typical workplace writing while learning about the style and skills of professionals in the fields of journalism and technical writing. In addition to reading literature with workplace themes and implications, students read technical material and collaboratively develop standards for judging credible information. Later, in their work-based experiences, they have the chance to apply these standards to real situations.

Career exploration occurs both in and out of class. After identifying a general area of interest, students interview local professionals working in related occupations. Through e-mail and Internet research, class members link with professionals throughout the state and country to learn about their jobs, training, and areas of expertise.

All students participate in a job shadow with local businesses and offices. Each student also develops a career plan and a professional portfolio, which includes class writing projects completed individually and in groups. One such project resulted in employment policy handbooks that students researched and wrote for the various workplaces and occupations with which they were involved.

Through both library and Internet resources, students learn about many different careers grounded in the arts and humanities, and with local mentors they gain hands-on experience and individualized career exploration.

CONTACT: Judy Cummings and Carol Bierbaum, Campbell County High School, P.O. Box 3033, Gillette, Wyoming 82717; (307) 682-7247.

Exploration of Arts and Humanities Career Cluster

Hatton Public School
Hatton, North Dakota

The high school grades at Hatton Public School are organized by career pathways, and teachers throughout the K-12 system are actively working to introduce students to careers not often seen in a small, agricultural community.

Located in northeastern North Dakota, Hatton High School has held Interdisciplinary Day for three years. This year the activities expanded to become an extended exploration of the Arts and Humanities career cluster.

Teachers in all subjects highlight occupations in the arts or humanities and write lessons that incorporate art, history, literature, and social studies into their own subjects.

Interdisciplinary Day 1997 focused on careers related to planning and producing a musical. Students spent the day with theater experts who talked to them about related careers and gave them the chance to do hands-on work with costume and set design, as well as photography.

The culminating project of the exploration was a dinner theater musical, for which students planned, designed, and produced a musical for an audience of 200. Students not only studied the work of make-up artists, set designers, and lighting technicians, they performed those jobs. Members of the local theater club served as student mentors and advised students on technical, direction, and production aspects. Art students designed and created the setting and props while the foods class planned, prepared, and served dinner for the entire audience.

In subsequent years, other career clusters will be similarly explored in order to expand rural students' career options. School, parent, and community involvement continues to grow, and schools throughout the state have inquired about the Hatton project. Much of the excitement, says coordinator Nancy Condit, lies in the "realization that almost anything you are interested in can become a career."

CONTACT: Nancy Condit and Karen Howson, Hatton Public School, P.O. Box 200, Hatton, North Dakota 58240; (701) 543-3455.

Much of the excitement lies in the "realization that almost anything you are interested in can become a career."

Nancy Condit, Counselor and Project Coordinator

Flathead High School

Kalispell, Montana

Students at Flathead High School in Kalispell, Montana, may choose from a wide variety of courses that integrate arts and humanities courses with career education activities.

Several courses integrate other subjects as well, emphasizing the "crossover" nature of concepts and applications in workplaces. For example, Art/Creative Writing helps students explore the creative process through experiences in both visual and written expression. The Jewelry/Metals class gives students aesthetic perspective and technical experience, abilities needed to be a jewelry designer, jewelry shop owner, or a sales person. The integrated courses were developed three years ago and are offered on a block schedule.

The course Biomes and Barrios combines history, current events, geography, social studies, and language. Students investigate Central America from an ecological and cultural perspective, seeking to understand the relationships between the biomes and barrios, politics and ecology. The course is taught entirely in Spanish.

English and history teachers often collaborate to provide an integrated course of study, one that emphasizes the interrelationship of the subject areas and connects historical events to students' lives and the community.

All of the integrated classes help students develop writing, speaking, critical thinking, and teamwork skills. Students use the Internet and the community to learn about their subjects, to broaden their understanding of available occupations, and to understand the application of academics in a variety of workplaces.

CONTACT: Shirley M. Spurgeon, Flathead High School, 644 Fourth Avenue W., Kalispell, Montana 59901; (406) 756-5075.

Future Prep

St. Francis High School
St. Francis, Minnesota

At St. Francis High School in St. Francis, Minnesota, students in grades nine through 12 participate in Future Prep, a program that provides structured school- and work-based learning experiences. In the ninth grade, all students take the nine-week Future Prep class in which they inventory their interests, learn about the world of work, and choose a career pathway that best fits their interests and goals. In the 10th grade, students further explore their pathways by participating in job shadows and talking with professionals who visit the school.

Future Prep is two years old, and activities for 11th- and 12th-graders are still being developed. This academic year, juniors will voluntarily participate in internships with local businesses of their choice. Eventually, these defined internship experiences will be a requirement for all juniors.

The 12th-grade year will also involve more hands-on, work-based learning through which students will develop specific skills and clarify their postgraduation plans; these activities will also encompass state graduation standards in the area of understanding "Systems of Work."

The Applied Arts pathway consists of the visual, performing, written, and spoken arts. Students take core courses and choose from electives that fit their specific occupational interests. Core courses for English include Creative Writing, Advanced English, and Yearbook, and humanities topics are infused throughout other subjects. The

Applied Arts occupational titles, shadows, and internships encompass a broad range of entry-level, technical, and professional occupations, including actress, art teacher, editor, graphic designer, and publisher.

Internships for 1997 will place students with a sign maker, a stage technician, a floral arranger, a music and voice instructor, and a dancer.

CONTACT: Lila M. Ronn, Principal, St. Francis High School, 3325 Bridge Street, St. Francis, Minnesota 55070; (612) 753-7000.

High School Registration with Career Pathways

Nampa and Skyview High Schools
Nampa, Idaho

At Nampa and Skyview High Schools in Nampa, Idaho, the integration of career education and the arts and humanities extends to the course registration guide. This guide is an essential component of the integration process.

The registration guide is both a schedule of offerings and a counseling tool that helps students in grades nine through 12 plan their high school classes, postgraduation choices, and career paths. Because the guide is organized by pathway, students choose both core and elective courses with career plans in mind. Students may switch pathways in order to explore other careers or integrate the coursework and skills of one with another. The guide also encourages participation in extracurricular activities such as band, FFA, sports, and student government. These activities develop students' sense of individual, school, and community responsibility.

Arts and humanities courses help students explore career options and develop specific skills for postsecondary education and the workplace. From World Crafts to Marketing to Spanish, students learn about a wide variety of occupations and the transferable skills developed in each course. Since introducing these concepts, both schools have experienced significant increases in music, art, and language course enrollment.

The registration guide gives sample educational and career plans for specific occupations. These aid students in writing their own plans, which they must do each year of high school.

In the Arts and Humanities pathway, students refer to plans for advertising, architecture, broadcasting, film, and graphic design, among others. These plans serve as starting points for students to chart their own coursework, exam and application deadlines, and postgraduation plans.

CONTACT: Harmon Hurren, Nampa School District, 619 S. Canyon, Nampa, Idaho 83686; (208) 465-2700.

Humanitas

Los Angeles School District
Los Angeles, California

Started in 1986 by the Los Angeles Educational Partnership and piloted at the L.A. District's Cleveland Humanities Magnet School, Humanitas has grown into a network of 400 secondary teachers. They are united in a commitment to creating access to the humanities —both as academic study and career fields—for the racially and ethnically diverse students in 38 Los Angeles high schools. The program was designed in response to a 1985 Rockefeller Foundation report that stated urban youth were losing ground in humanities subjects.

The Humanitas curriculum provides students with a vision of how the various parts of the high school fit together and how those parts connect to future careers. Literature, the arts, philosophy, history, science, and life skills are integrated and taught by teams of teachers. Writing assignments are based on the philosophy that all students need to understand their world and will excel when they believe that what they think, learn, and write matters.

Teachers collaborate across departmental lines. They work together to design courses that are rich in content and relevant to the lives of their students. Students and teachers regularly take in the cultural offerings of the city, exploring various careers in the arts.

Themes of exploration include national unity, fables and myths, conflict resolution, media and the individual, environment and industrialization, and civil rights. Students use multiple learning modalities to process information, including photography lab work, mock debates, and writing for the public.

Coordinator Neil Anstead, English teacher Sharon Sisson, and art teacher Renen Shufelt recently received a grant to develop a thematic curriculum centered around the topic "learning to think by looking at art."

Team training for teachers takes place at various centers throughout the city. At the Cleveland High Humanities Magnet School teachers explore a conceptual approach to all areas of study. Instruction in critical thinking and experiential learning is also provided. Offerings at Jefferson High School focus on the needs of inner-city students. Areas of study include media literacy, community-service learning, and dropout prevention. The Roosevelt High School training center offers teachers a chance to learn about the integration of science into a humanities curriculum, film studies, and on-line communications.

CONTACT: Barbara Golding, Humanitas Director, Los Angeles Educational Partnership, 315 W. Ninth Street, Suite 1110, Los Angeles, California 90015; (213) 622-5237; or Neil Anstead, Coordinator, (818) 701-6481.

Arts to Careers

For the last two and a half years, the Arts to Careers project has spearheaded efforts to link artists, businesses, and K-12 schools in and around Denver, Colorado. Through a variety of activities, the program has taught thousands of children about the arts, art-based careers, and the relationships between art and business.

As a coordinating agent, Arts to Careers links schools, school-to-work coordinators, and art teachers with area businesses and professional artists. In elementary school, students visit businesses and artists' studios. In middle school, they perform job shadows with art professionals, and in high school participate in internships. With artists and businesses, students have created murals and Web sites and helped produce television and video presentations.

Arts to Careers aims to give young people the chance to creatively express themselves, to develop self-confidence and general skills, and to show youth the broad career opportunities in the arts. Stella Yu is director of Arts to Careers, which is run out of the Denver Mayor's Office of Arts, Culture, and Film. The program continues to grow with the support of education partners, volunteers, businesses, and arts organizations. In the coming years they plan to take Arts to Careers services and projects statewide to serve as a model for schools and organizations throughout the country.

CONTACT: Stella Yu, Associate Director, Arts to Careers, Mayor's Office of Art, Culture, and Film, 280 14th Street, Denver, Colorado 80202; (303) 640-2758.

Humanities, Arts, and Communication Academy

San Marcos High School
San Marcos, California

Piloted during the 1996-97 school year, this academy allows students to explore music, art, and communications through the study of literature, composition, and history. Like all academies offered at San Marcos High School, the humanities model offers students a chance to prepare for the future.

Students and teachers are paired with members of the community who function as mentors for students and guest speakers in classrooms. Job shadowing takes place in the junior year, followed by internships in the senior year.

While continuing to take a traditional curriculum of English, history, science, and math, students explore careers in visual and performing arts and human services. As part of a "virtual" exploration of related careers, 11th- and 12th-grade students correspond via e-mail with professionals working in humanities career areas such as journalism, fine arts, law, politics and government, and public service.

Students choose one occupational area and establish an academy specialization. Specializations range from multimedia programming and floriculture to peer counseling and drama.

CONTACT: Marcia Kern, Humanities Academy, San Marcos High School, 1615 San Marcos Boulevard, San Marcos, California 92069; (619) 744-5944 ext. 286.

Interactive Media

Marshfield High School
Coos Bay, Oregon

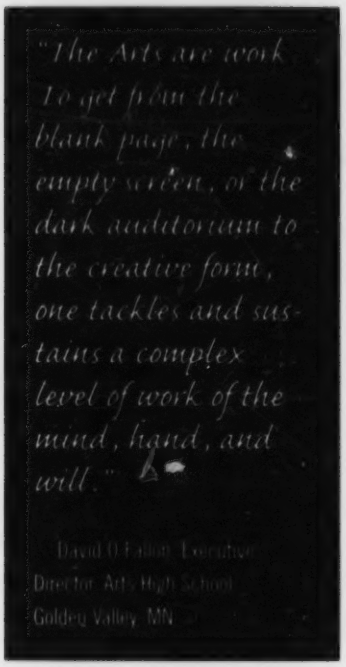
Students in grades 10, 11, and 12 gain practical and advanced technical experience through projects undertaken in the mass communications classes offered at Marshfield High School in Coos Bay, Oregon.

In Interactive Multimedia, students plan and carry out video, graphics, and fine art projects on literary, community, or historical topics. Students work with local professionals in various fields to produce a project such as a Web site, video, or showcase that is useful to the school or community. Through consultations, students gain unique insight into available careers, training and education, and professional conduct.

Marshfield has a total of 12 mass communications courses that teach students necessary workplace skills for careers in journalism, graphic arts, and broadcasting. Courses include Writing for Publications, Video Production, and Television Broadcast/News Journalism.

Students in Writing for Publication provide interviews, opinions, articles, and creative pieces for the school newspaper and *Pirate Pride*, a newsletter used as a tool to build stronger relationships with parents and the community.

Students in Television Broadcast/News Journalism write, edit, and produce a weekly television cable show. The students act as writers, producers, directors, and editors, meeting real deadlines and working by professional standards.



All of the mass communications courses teach students specific skills in the arts and humanities and use technology as a tool for communicating information and artistic vision. The students become active members of the community, working with local business people and carrying out projects in and for the benefit of the whole town. Through their projects students not only learn about career options but also discover the importance of active citizenship.

CONTACT: Eleanor Dinkins, Marshfield High School, 10th and Ingersoll, Coos Bay, Oregon 97420; (541) 267-1428.

Job Shadow Day

Coupeville Middle School
Coupeville, Washington

Eighth-graders at Coupeville Middle School in Coupeville, Washington, participate in a job shadow, spending a day at work with a member of the community working in a field in which the student is interested. But the Job Shadow Day program involves more than just one day. Students spend 15 days over three weeks exploring careers, performing interest inventories, and preparing for their day in the workplace.

Modeled after a similar program coordinated by humanities teachers at the Issaquah (Washington) Middle School, Coupeville vocational director Sandy Heaman and language arts teacher Karen Frances have made Job Shadow Day a full-fledged career exploration and experience for students.

Job Shadow Day is now in its second year, and organizers are working to involve teachers of other disciplines. Currently, the majority of the activities occur in the language arts class. Prior to Job Shadow Day, students use the library and the Internet to understand how their interests can translate into occupations and to explore career options. Those interested in arts and humanities careers investigate jobs such as newspaper reporter, writer, animator, and television anchor. All students practice general workplace writing and create their own resumes based on their interests and activities.

On Job Shadow Day nearly every eighth-grader spends at least four hours at the mentor's job site. There they learn how classroom subjects apply at work, which skills are necessary to the job, and what education and training are needed. Afterward, students write a report and give a class presentation. Those unable to do the shadow spend the day with library staff researching three occupations, about which they also write and present a report. The work from the exploration, shadow, and reflection combine in a portfolio for which the student receives a grade.

Job Shadow Day organizers continue to develop classroom and workplace resources to prepare parents, mentors, and students.

CONTACT: Sandy Heaman and Karen Frances, 501 S. Main Street, Coupeville, Washington 98239; (360) 678-4409.

"We give them the time, the trust, the creative latitude, and the resources to carry out projects to their completion. We enable them to immerse themselves in complex experience rather than confining them to classroom lectures. . . . Everyone here teaches, including clerical and administrative workers, as well as students themselves, so that we can keep the classes small and student-centered."

—Stuart Grauer, Director,
The Grauer School

Media Arts

Arts High School
Golden Valley, Minnesota

The Arts High School in Golden Valley, Minnesota, offers a media arts program for 11th- and 12th-grade students. The goal of this four-semester course of study is to guide students in becoming self-directed, lifelong learners in the media arts. To that end, students learn about academic and aesthetic aspects of video, film, digital imagery, and photography, and engage each other, community members, and professional artists in their learning experiences.

Three projects comprise the core work of the Media Arts program. Students must plan and carry out an exhibition for the community consisting of their own and other students' work that explores a theme or topic. The student performs all of the duties of curator: deciding what work will be shown, locating an appropriate venue, and staging the show. Thus, students gain important skills in the business and management side of the arts.

The second component is a portfolio and includes an interview with a visiting artist. Students present and discuss their work, which must demonstrate experience in several media, such as film, computer animation, and photography. The discussion of the student's creative process in planning and producing the work grounds itself in the dynamics of a master/apprentice relationship.

Finally, students in the Media Arts program create an exit portfolio showcasing their work and featuring a career and education plan.

The Arts High School is a tuition-free, public, residential high school for 11th- and 12th-graders. It is housed at the Lola and Rudy Perpich Minnesota Center for Arts Education. Students throughout the state compete for admission. Most graduates go on to college or art school to further develop their artistic and technical skills before becoming professional artists.

CONTACT: Nancy Norwood, Arts High School, 6125 Olson Memorial Highway, Golden Valley, Minnesota 55422; (612) 591-4700.

Multimedia Arts

The Grauer School
Encinitas, California

Multimedia Arts I and II at the Grauer School help students understand and use video, audio, and digital media as a means of communication while preparing them for postsecondary education and employment in cutting-edge fields combining art and technology. The Grauer School, formerly the Independent High School, is a sixth- to 12th-grade college preparatory school in Encinitas, California. Multimedia Arts students in grades nine through 12 study video theory, history, and design, and compile a portfolio of their own work. Multimedia Arts I students study literature and literary analysis alongside film and video, and Multimedia Arts II students refine their portfolios as they consider art school and career options. The films studied include *Citizen Kane*, *Macbeth*, *All's Quiet on the Western Front*, and *Apocalypse Now*.

"Everyone here teaches," says school director Stuart Grauer, "including clerical and administrative workers, as well as the students themselves." The community is also an active participant, with guest speakers visiting students, and business people and alumni consulting with students on projects.

Final projects from the Multimedia Arts students result in the Grauer School's yearbook on CD and video—all student designed and produced. The 1997 yearbook is inspired by Edgar Allen Poe; viewers wander through a mysterious house encountering movies, photos, text, and trap doors.

Other humanities classes also link students with their own and surrounding communities and give them the opportunity to learn essential technical and interpersonal skills. History students developed a computer-based tour of Europe, working as a team of programmers, historians, and designers. A humanities class developed an analysis "toolkit" to be used for movie reviews. Music, French, and art students collaborated to produce the opera *Carmen*, with the help of students in France with whom the Grauer French class consulted.

The school's slogan is "Learn by Discovery," which is at the core of another project. Students study the geography, economics, and culture of natural ecosystems, and then go on location to learn about the topics first hand. The project culminates with students identifying a community service need and carrying it out. This year students spent a week in the Mojave Desert, studying with local artists, naturalists, and government officials. Of course, the multimedia students were on hand to capture the experience on video and film.

CONTACT: Stuart Grauer or Jonathan Wagner, The Grauer School, 2210 Encinitas Boulevard, Suite E, Encinitas, California 92024; (619) 944-6777.

"The addition of immersion in the arts to traditional academic study develops broader human potential. That this is important education is reinforced by higher education's and industry's demand for creative individuals with flexibility, problem-solving skills, and new solutions for old problems."

—Northwest Academy founding philosophy statement

Northwest Academy

Portland, Oregon

The Northwest Academy is an independent secondary school committed to education through the integration of the arts, academics, and contemporary technology. Central to the school is an incentive-based curricular structure. All courses in the school's program are sequential and developmental. Students know what proficiencies they will be expected to master and can proceed through the curricula at their own rate. In the fall of 1996, the school opened its doors to part-time students. Full-time students were admitted in the fall of 1997.

The school day is broken into 90-minute blocks and runs from 8 a.m. to 3 p.m. Full-time students start their day with instruction in Spanish, Japanese, or American Sign Language. Language classes are followed by English/humanities and math/science blocks.

The lunch event is a daily occurrence, and offerings range from guest speakers and field trips to student performances and project work.

Afternoon arts samplers give all students the opportunity to explore different media. Extensive elective courses focus on the visual, performing, and media arts. All subjects are taught with an interweaving of film, video, computers, audio, and multimedia technologies.

Practicing professionals are involved at every level, with most of them serving on the school's board of directors and many of them teaching in the classroom. Local leaders in film, art, and multimedia industries say they became involved with the school because they see the need for more creative workers. Working with students and teachers, architects are currently transforming warehouse space into a series of high-tech studio and performance spaces soon to be the school's permanent home.

CONTACT: Mary Folberg, Northwest Academy, 921 S.W. Morrison, Suite 407A, Portland, Oregon 97205; (503) 223-3367.

Biography from Another Culture

The following assignment was given to Deborah Krum's English students at Roosevelt High School in Portland, Oregon. Deborah is a member of the Manufacturing and Engineering Technology pathway. In writing assignments, she regularly draws from students' job shadow and internship experiences.

Book Report: Biography from another culture. This work is to be done independently; manage your time well. If you experience difficulties in preparing this project, you can arrange for individual help outside of class time.

Final product should include the following components: Biography Preview Worksheet, Timeline Worksheets.

Summary: One page (or more) retelling of the book in your own words. Remember to include important people and happenings explained in an orderly fashion. Focus on telling who the person is and why he/she is worth learning about. Use good writing techniques and practices.

Advice List: While reading the book, find and describe five examples of advice being given to the person you are reading about. Tell who gave the advice, when, and why that advice was given. Was the advice followed? How? Explain whether or not you consider it to be good advice.

Characteristics: Identify five strengths about this person. Tell how she/he seemed to develop these positive traits. Describe influences such as family, environment (time of history and location), upbringing, schooling, individual talents/ability, helpful individuals, significant experiences.

Challenges: Everyone faces problems, obstacles, and difficulties in life. Identify the challenges your biography person faced. Tell about the circumstances of those challenges. (Challenges could include poverty, illness, discrimination, failing at first attempt, self-doubt.)

Dialogue: Pretend that you get a chance to meet this person. Ask five significant questions (about his/her life, your life, world events, beliefs). Make up answers that person may give to your questions. Use your knowledge of their life and work experiences and beliefs to create authentic, appropriate, and believable answers.

Peer Court and Career Exploration

Placer County Schools
Newcastle, California

Based on a national model, the Placer County Peer Court is uniquely supported by a two-week curriculum unit taught twice yearly to incoming freshmen at all county high schools. Peer Court involves high school students sitting as a court to determine the appropriate disposition of cases referred to it from the Placer Country Probation Department. Participation for first-time juvenile offenders is voluntary.

Students in the program act as jury members, prosecuting and defense attorneys, clerks, and bailiffs and appear before an adult judge. Local attorneys, judges, probation and police officers donate time as mentors to advise participating students. These community members also lead classroom discussions on issues related to juvenile justice.

In addition to trial preparation and classroom discussions, students interview professionals in fields related to the criminal justice system for a final career paper. Government, English, and history classes all draw from the court room challenge, integrating the experience into discussions of constitutional rights, explorations of American history, and critical analyses of literature.

Now in its sixth year of operation, the program has steadily gained in popularity: Weekly court evenings are standing-room-only events. More than 5,000 students in 15 Placer County schools participate in the project each school year. To date, 350 defendants in 300 cases received a Peer Court trial. The recidivism rate remains steady at 2 to 3 percent.

In 1996 the U.S. Congress recognized Placer Peer Court as an exemplary service learning project.

CONTACT: Karen Green, Coordinator, and Shari Crow, Program Assistant, 671 Newcastle Road, Suite 7, Newcastle, California 95658; (916) 663-9227 or (916) 663-2965.

Roosevelt Renaissance 2000

Roosevelt High School
Portland, Oregon

First implemented in the fall of 1992, the Roosevelt Renaissance 2000 program seeks to provide students with the necessary education and skills to become successful members of society. Serving all students and connecting work-based learning to classroom activities are two key principles that have guided this program.

Students can explore any of six career pathways: Communications; Business and Management; Health Services; Human Services; Manufacturing and Engineering Technology; and Natural Resource Systems. All teachers are members of pathway teams and use an interdisciplinary approach to their subject matter.

The staff believes that all students need to be shown what options exist when planning their postsecondary experiences, regardless of the route a student may choose. Whatever pathway they select, students take a standard academic load with pathway elements infused across the curriculum.

During their freshman year, students participate in a pathway survey course, which has been published for use nationwide.

In this year of exploration, they are introduced to what the six pathways can offer them as well as skills deemed important by the staff for life success. Guest speakers from the community help students set goals and identify careers of interest. These activities are accomplished through the Freshman Forum program and the job shadow program.

As sophomores, students explore the pathway of their choice in a yearlong course and participate in two job shadows. Structured work-based learning experiences are integrated into junior and senior career pathway classes. These experiences range from clinical rotations to semesterlong internships. Student job shadows and internships are coordinated through the Work-Based Learning Office. Members of the business community serve on an advisory committee and act as volunteer consultants.

Roosevelt 2000 has seen a dramatic rise in enrollment as well as a threefold increase in the number of students in upper-level math and physics courses. According to one student, the program "helps you see what is possible and shows you a way to get there."

CONTACT: Janet Warrington and Dan Malone, Coordinators, Roosevelt Renaissance 2000, Roosevelt High School, 691 N. Central, Portland, Oregon 97203; (503) 916-5138.

Scooper Pride Courtyard Project

Sturgis Brown High School
Sturgis, South Dakota

"I had never been made to feel that I am part of this school until this project," one senior at Sturgis Brown remarked. Begun as a community beautification proposal in 1996, the Courtyard Project expanded into a multidisciplinary, communitywide effort involving community members, business leaders, teachers, and students.

The challenge for this district, comprising 3,200 students and 3,200 square miles, was to involve all students. The project accomplished this goal. All high school students in this rural district participated in a variety of activities related to the design and construction of an outdoor area at the local high school.

In the planning stages, teachers and community members brainstormed ways each member could contribute to the overall project. During the implementation stage, occupational skills were learned in a context that involved contact with professionals and authentic work materials.

The following examples illustrate the scope of student work:

- Art students designed the original scale model sketch of the courtyard plan, which was used in student presentations to various civic and business groups.
- History classes read archival material in order to write and design markers showing Sturgis' history.
- English classes learned to write press releases and advertised the project.
- Science classes studied local flora and fauna to be used in the courtyard's garden and raised money through an environmental project involving the recycling of aluminum cans.
- Math classes performed hands-on activities such as measuring the area, estimating the cost of materials, and drawing the design.
- Measurements from the math class were given to the drafting classes to produce a computer-generated, scale drawing of the courtyard.
- The band coordinated their efforts with the student council and the junior ROTC program in order to perform appropriate selections for the dedication of the courtyard.

Students interacted with community members on a number of levels. They heard guest speakers discuss fund-raising and public-relation techniques. They worked on designs with the arts chair of the public library, and they learned to write press releases with the guidance of the editor of the local paper.

Phase 1 of the project is now finished, and Phase 2 is just beginning. The school district plans to build on this model for future schoolwide projects.

CONTACT: Kathie Flagstad and Myrna Hill, Project Co-Chairs, Sturgis Brown High School, 12901 Highway 34, Sturgis, South Dakota 57785; (605) 347-2086.

This Is Why I Teach Music

Not because I expect you to
major in music
Not because I expect you to
sing all your life
Not so you can relax
Not so you can have fun
But, so you will be human
So you will recognize beauty
So you will be sensitive
So you will be closer to an
infinite beyond this world
So you will have something
to cling to
So you will have more love,
compassion, gentleness,
goodness
—in short, more life
Of what value will it be to make
a prosperous living unless
you know how to live?

This is why I teach music appears in a profile of Karen Fulmer, the 1997 Washington State Teacher of the Year, published by *Washington Education Association Communications*, December 1996.

Senior Connections

Shorecrest High School
Seattle, Washington

Senior Connections classes at Shorecrest High School in Seattle, Washington, link school-to-work concepts with history, literature, art, music, and family and consumer science. Through senior projects, 12th-graders develop the critical-thinking and interpersonal skills they will need for college and work.

Students explore the connections between academic subjects and modes of expression, learning about careers in architecture, music, and writing. Throughout the courses, students use both written and visual expression to respond to the subject matter of the different classes, thus developing both analytical and practical skills. Six teachers participate and meet weekly to discuss what is happening in each class, coordinate their work, and ensure achievement of course objectives.

The coursework culminates in a senior project modeled after the kinds of projects students will encounter in postsecondary education and the workplace. Using the community as a resource for information and research, students focus learning skills on a topic of personal interest. They meet with community members and learn about the many occupations within local organizations.

Working in teams, students have created visual displays, brochures, videos, a comic book, artwork, and a children's book. The final projects are displayed for the school, parents, and community.

CONTACT: Karen Mikolasy, Shorecrest High School, 15343 25th Avenue N.E., Seattle, Washington 98155; (206) 361-4284.

Linking Academic Discussion and Career Application

Project THINK makes critical thinking an essential component of elementary, middle, and high school curricula, and has developed a strategy of teaching critical thinking as an academic skill.

Teachers use their own subject curriculum to develop ways to teach problem solving, decisionmaking, and other critical-thinking skills. In one high school, members of a social studies class examined labor issues that affected 19th-century textile workers and outlined the grievances those workers might have against a capitalist system. In another, English literature students studying Aldous Huxley's *Brave New World* created their own utopian societies and selected one in which they would most like to live.

In these scenarios, students learn vital skills they will use in any career endeavor, the same skills identified by the SCANS "What Work Requires of Schools" report. (See page 33 for more information on SCANS.) Project THINK activities make the link between academic discussions and career application an explicit one. In-class assignments and out-of-school service projects give students the chance to apply what they've learned: how to facilitate discussions, work in teams, and become active participants in the decisionmaking processes in their personal lives, school, and community.

Originally, Project THINK activities were implemented in

English classes but have now spread to social studies, economics, physical education, and some math and science classes. Parents, community members, and school administrators all play significant roles in the project, working alongside students, teachers, and each other to teach and practice themselves these critical-thinking skills.

Project THINK and the Tregoe Educational Foundation grew out of the relationship between the Laguna Beach (California) Unified School District and Kepner-Tregoe, Inc., a consulting firm.

For more information on the Foundation's Project THINK and how to implement it in your school, call (609) 252-2581 or write: P.O. Box 289, Research Road, Princeton, New Jersey 08542.

Just What Are SCANS Skills?

The popular 1991 report "What Work Requires of School" was based on a national survey of job supervisors by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). The commission was made up of employers, labor leaders, and educators. SCANS identifies competencies and skills critical for success in the workforce: interpersonal skills; allocating resources; finding and applying information; understanding the big picture; using technology; and of course, reading, writing, listening, speaking, and problem solving. Also essential is being a responsible person with self-esteem, initiative, and integrity.

Social Studies and Careers in Government

Grossmont Union High School District La Mesa, California

Offered to all seniors in the Grossmont Union High School District, the American Government curriculum is the culmination of a civic literacy strand that prepares students to vote, reflect on the responsibilities of citizenship, and participate in community affairs.

Using readings such as the *Federalist Papers* and Alexis de Tocqueville's *Democracy in America*, students explore the origins and principles of democracy. Students also use primary documents to examine the role of the courts, the governmental process, the principles of federalism, and the workings of the legislative and executive branches of government.

With this grounding, students then compare and contrast other forms of government. Connections to contemporary issues are made throughout the course, and students are expected to examine these issues from a number of perspectives.

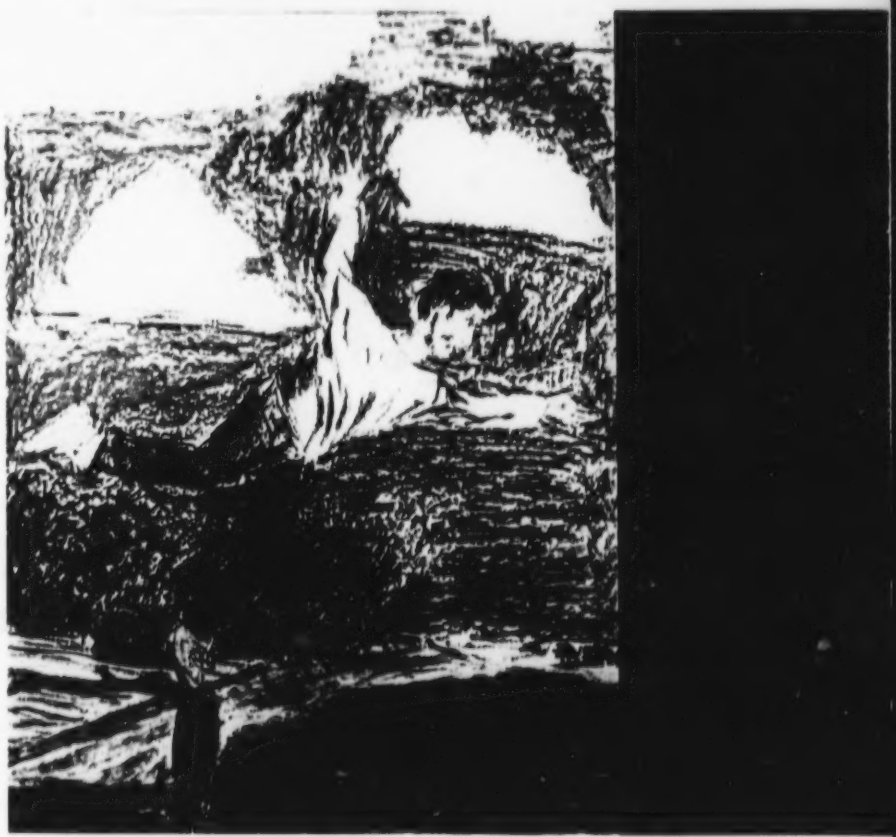
Classroom modes of discourse include debate, role plays, and presentations. All students incorporate into multimedia presentations information from sources such as electronic newsbanks or Internet resources. Those presentations range from analyzing public opinion polls to predicting election results. Working in groups, students also trace the origins of a public policy issue, analyze the various perspectives people bring to the issue, and evaluate possible ways to resolve it.

To connect social science learning activities and the world outside the classroom, students attend guest lectures and analyze how speakers' knowledge and experience represent an application of course content.

Student explorations of careers in government take many forms, from shadowing professionals in the field to examining opportunities for advancement within a specific career path. In addition, citizen involvement is stressed—students volunteer in community service projects and participate in voter registration drives.

CONTACT: Shelby Herrmann, Director, School-to-Work Transition, Grossmont Union High School District, P.O. Box 1043, La Mesa, California 91944; (619) 465-3131.

Student Opportunities at Colleges of Art



This work of art was produced by Alex Lowe, a past student of the Anna B. Crocker Children and Young Adult Program at the Pacific Northwest College of Art. His work, completed in 1994, was selected from the Crocker program archives.

Anna Belle Crocker was a woman of extraordinary vision who, at the turn of the last century, was one of the founding members of the Portland Art Museum in Portland, Oregon. She was committed to the belief that art contributes to the development of creative, tolerant, educated individuals.

Today, the Pacific Northwest College of Art—an off-shoot of the museum—has an extensive year-round program for young people. Taught by professional artists, children age four and older engage in a curriculum designed to coincide with the stages of their physical, intellectual, and emotional growth.

Summer opportunities also exist at the Pacific Northwest College of Art. The High School Summer Institute program draws students from throughout the region. The curriculum comprises three sequential areas of study: composition, figure work, and interpretive work. The intent of the program is to develop the student's observational and interpretive skills, conceptual ability, sense of craft, and understanding of the profession.

While exposing students to the rigors of a professional art school, the program helps them develop a personal portfolio. Students also acquire the tools to make an informed decision about pursuing an education and career in art.

CONTACT: PNCA High School Summer Institute at Continuing Education, P.O. Box 2725, Portland, Oregon 97208-2725; (503) 226-4391.

Washington History, World Geography, English, and Keyboarding

Southridge High School
Kennewick, Washington

In the fall of 1995, the Kennewick School District in Washington State was awarded a five-year federal grant to focus on integration of academic and vocational curricula. Entitled Dream Team III, the program supports the development of career academies at Southridge High School.

The founding principles of the school are use of technology, integrated curricula, and career awareness. Ninety freshmen at Southridge High School who enrolled in social studies, language arts, and keyboarding in the fall of 1996 were grouped in a block schedule. Students explored themes of culture, economics, and immigration, and career options in the two-semester courses that were team-taught by three teachers, one from each subject.

The two major, joint projects of the program, Cultural Exploration and Immigration, linked the three classes. In the cultural exploration unit, students learned research, writing, and keyboarding skills while preparing a paper on the relationship between Pacific Northwest Native American nations and Native American cultures in other regions. Assigned novels and area field trips all related to this general theme. The immigration unit required teams of three to five students to prepare projects that included three components: oral, written, and visual presentations. Students gathered information from various resources on countries of their ethnic origin to create their projects. Team processes and team evaluation were emphasized in this project.

An economics unit involved an indepth investigation of local, regional, and state businesses. Explorations of history were related to the economic growth and development of the state. Each student interviewed a local business person and presented observations to classmates.

Whatever the activity, classroom writing goals reflect workplace skills. Activities follow the steps needed to compose and create letters, bibliographies, outlines, PowerPoint slide shows, and newsletters in specific formats. This integrated curriculum will soon form part of the Business and Marketing Academy at Southridge High.

CONTACT: Tracy Money, Ken Muhlbeier, and Karen Speakes, Southridge High School, 320 S. Union Loop Road, Kennewick, Washington 99337; (509) 734-3800.

Southridge is a new high school designed to accommodate integrated, interdisciplinary instruction. Teachers from various subject areas share common office spaces, and each floor and wing are linked by common lab spaces that enable students to apply theory with practice.

If You're Trying to Teach Kids to Write, You Gotta Have This Book

The title says it all. This book by Marjorie Frank is full of creative ideas for class lessons and writing activities adaptable to any grade level. Occupations today require many different forms of writing, many of which are not taught in school. Simple ideas serve as a reminder of the various forms writing can take. Instead of, "Write a Story," try these creative alternatives:

- allegories
- community bulletins
- directions
- encyclopedia entries
- newscasts
- record covers
- skywriting messages
- theater programs
- tongue twisters
- wills

Frank, M. (1979). *If You're Trying to Teach Kids to Write, You Gotta Have This Book*. Nashville, TN: Incentive Publications.

Windows to the Future

Mendocino Unified School District
Mendocino, California

Initiated in 1991, the Windows to the Future program integrates computer, video, and audio technologies with the study of history and language arts. The goal of integration is to improve students' reading, writing, and critical-thinking skills as well as to provide immediate and long-range employment skills.

Designed by educators, students, parents, colleges, and businesses, Windows to the Future draws on a broad base of community and school resources. The program is taught by teams of language arts, social science, audio, video, and computer teachers.

Windows I is an introductory class taken by all high school freshman in the district. Students begin by examining issues of personal heritage and go on to study changes in family structure and society. The course culminates in a unit on civic responsibility. Each unit emphasizes a specific technology and incorporates career-related issues. All students complete a final multimedia portfolio that showcases their work.

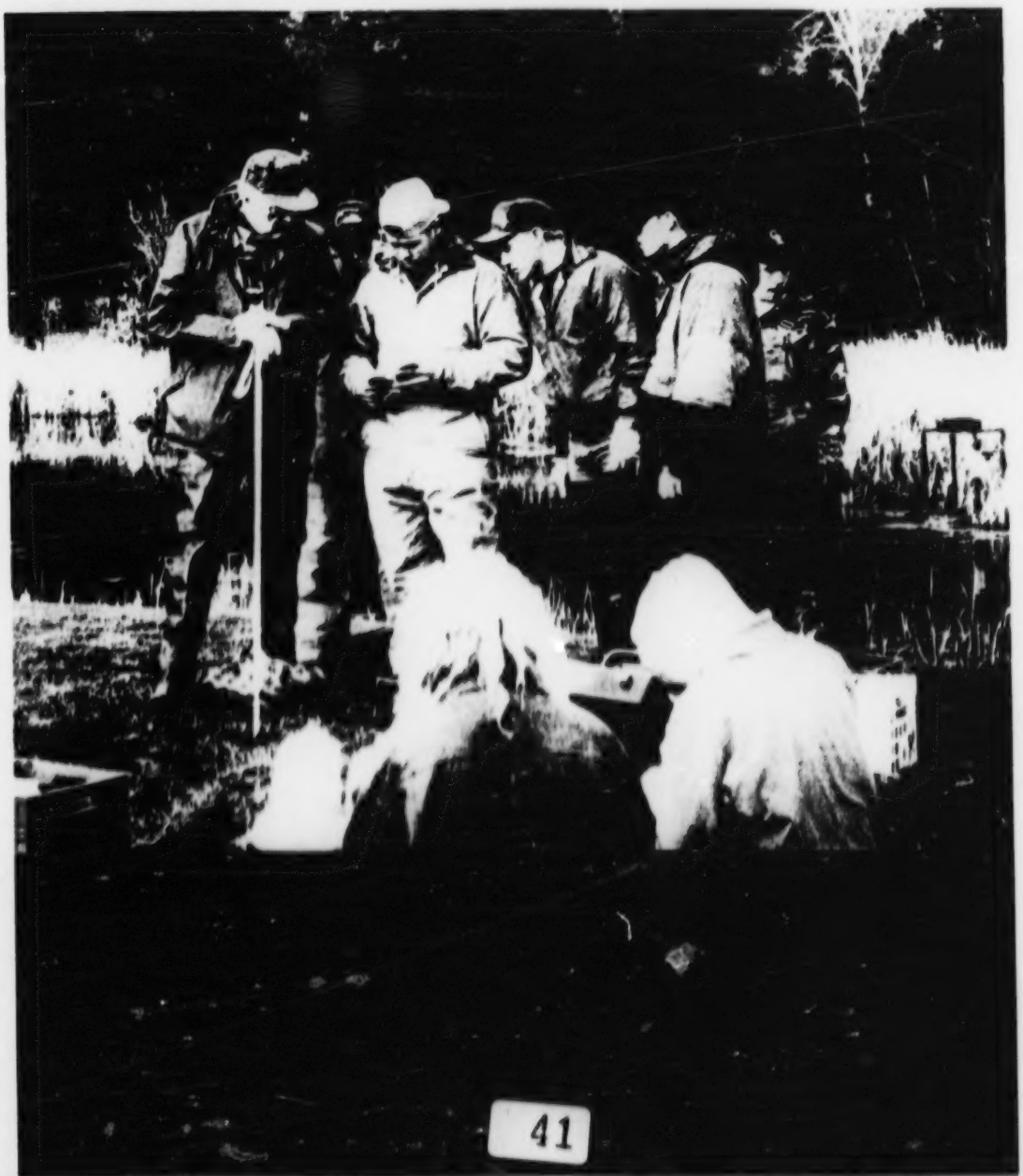
Windows II is a required sophomore class centered around four world history concepts. Students examine historical concepts and literary works and produce a multimedia portfolio demonstrating knowledge gained.

Windows III examines the influence of technology on 20th-century culture, thereby integrating U. S. history and American literature. At this level, students may choose to participate in collaborative projects or specialize in advanced technology courses. Recent completed projects include producing a short animated film on recycling to be used as a public service announcement, and engineering and producing a professional-quality cassette recording of the school's jazz ensemble.

Seniors also participate in actual or virtual apprenticeships conducted via e-mail. Participating companies include Apple Computers, Autodisk, the Annenberg Rural Challenge, and NASA.

CONTACT: Bronwyn Rhoades, Director, Windows to the Future, Mendocino High School, 10700 Ford Street, Mendocino, California 95460; (707) 937-5871.

Global Economics



Global Economics

PROJECTS & IDEAS

The study of global economics encompasses many humanities-related topics, from civil rights issues and environmental balance to the history of labor unions and the artistic legacy of different cultures. These issues inform much of the literature that is typically read in high school.

Educational reform advocates and critics alike acknowledge that today's students will live and work in a global economy. Helping students to understand and analyze the forces of globalization can better prepare them to make rational economic choices in their own lives and in decisions they may make as citizens of a town, city, state, or nation.

State Frameworks

While some states are asking teachers to address explicitly global economics at the high school level, few curriculum guides exist. Teachers need tools to help raise secondary students' awareness of the effect of increased globalization on career opportunities.

The goals, standards, and benchmarks listed below are a composite of existing state frameworks and curricula. They can help teachers create and refine their own units in global economics.

Curriculum goals
- Understand that resources are limited
- Understand economic trade-offs and how choices result in both costs and benefits to individuals and society
- Understand economic concepts, principles, and factors affecting the allocation of available resources
- Understand the role of government and institutions in various economic systems

Content standards
- Understand economic concepts and principles to make informed economic choices
- Understand factors affecting allocation of resources, including the role of government and institutions on economic activity
- Understand advantages and disadvantages of various occupations

Benchmarks
- Describe how government and economic institutions of various countries make economic decisions based on domestic and international realities
- Compare how two nations' governments and economic institutions respond to an important need
- Describe how different countries make up economic regions (e.g., Pacific Rim, NAFTA)

These suggested standards are intended to be used by high school teachers to help students explore how the global economy affects their community, region, and futures. At the same time, they emphasize critical thinking and problem solving, skills all teachers and employers value.

Key Concepts

To help students understand the relationship between career development and global economics, they need to know basic economic principles. The following list provides a starting point for class discussions. It is intended to be used as a beginning framework.

Fundamental
- scarcity
- productivity
- economic systems
- flow of goods
- control of resources
- money systems
- use of technology
- business/government relations
- labor systems

Micro/macro
- supply and demand
- markets and prices
- distribution of wealth
- trends in migration
- political boycotts
- role of government
- transportation of goods
- government subsidies
- copyrights and patents
- unemployment

Global
- cross-cultural communication
- human rights
- multinational corporations
- stock markets
- time zones and geography
- measurement systems
- industry standards
- means of production
- export/import of ideas

Suggested Activities

This list of activities is designed to integrate global economics concepts with workplace learning and community involvement.

Short-term projects

1. Send individuals to a store (e.g., clothing, grocery, hardware) to do an "international analysis" of a set of shelves or section of the store. For each item or ingredient, list the country of origin. Then conduct a "technology analysis" of your school to find the origins of machines, vehicles, and computers. Compare and contrast the lists.

2. Take on the role of translator. Bring in labels to translate into another language. Use assembly instructions from a recent consumer product as your model.

3. Examine how America's waste products become "new" products overseas. Investigate the reasons, both economic and cultural, for reselling Levis in Asia or selling Goodwill items on the street in South America.

4. Examine yourself as a consumer. Track where your money goes. What businesses get your money? What countries?

5. Explore the transfer of goods across countries. Create a chart or map to depict the transfer of goods. (For example, the U.S. sells wood to China. A factory in China makes furniture. That furniture is then imported by a U.S. company.) Ask students to find examples from their own homes. Then analyze what communication and negotiations might take place in the various transfers. List the jobs involved in the process.

6. Find out if your community has a "sister city" in another country. Set up an e-mail correspondence with students from that country.

7. Create an "Are You Ready for the Global Economy?" game show based on terms and definitions. Do your students know what these acronyms mean: NAFTA, GATT, EEC?

8. Have your students learn 10 basic words of commerce in another language. Then investigate body language cross culturally. Compare nonverbal communication of business in other countries.

9. Set up a local advisory committee to gain support for your global economics class, one that can help you locate and use community resources. Committee members can often function as guest speakers or mentors. They can also help you investigate work-based learning options in your community. Find out what site tours, career speakers, or job shadows are available to your students.

10. Investigate an environmental problem and analyze its economic impact worldwide.

Long-term projects

1. Choose a job, a concept from global economics, and a product (they may or may not be related). Trace and investigate each job, concept, and product. Start with your own home and look at career opportunities in this field or economic issues associated with this product. Move to your community. Extend your study nationwide. Look at other countries. Develop a global perspective on this topic. Take your study into the past. What did this job, concept, or product look like 10 years ago? 100? 500? Imagine the future of this job, concept, or product. How will it change in the next five years? 50? Findings can be presented to the student body at your school, to a trade organization, to the local chamber of commerce. Have your students create a display, video, photo essay, report, or demonstration.

2. Examine different approaches to marketing worldwide or choose two countries for comparison. Would an advertisement aimed at teenagers in the U.S. be as appealing to the same population in South Africa? Why or why not? Assess the "look" of products from other countries. What conclusions can you draw? Then select one product and market it to two different countries.

3. In teams, inventory and analyze the economy of your community. Start by identifying natural resources shipped overseas, products, or services that have their origins in your area. Next, look at the effect of global forces on your community. How does international trade affect the economy of your city or community? Present your findings to an outside audience. Try the local chamber of commerce or your school board.

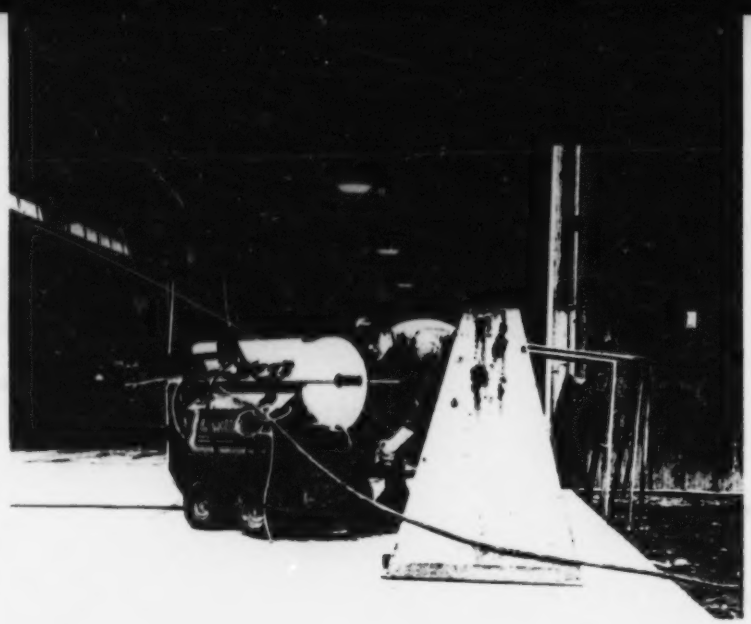
Sample Projects

Eisenhower High School: Pacific Rim/Contemporary Mathematics

This course incorporates interdisciplinary concepts through mathematical analysis of current and historic Pacific Rim data. It is built around the real-world premise of a trade fair where students work to develop the most profitable trade program for a particular country. This simulation requires students to make projections from compiled data, examine cultural differences, and analyze policies governing international trade. When investigating their topic, students examine economic, cultural, geographic, and social issues.

Throughout the curriculum, students explore mathematical applications and their impact on decisionmaking. Using the Port of Seattle as a laboratory, students list and investigate jobs related to imports and exports. Students also identify speakers from federal agencies and local businesses who then present information to the class on the connections between their community and Pacific Rim countries.

CONTACT: Sandy Christie and Carol Mills, Eisenhower High School, 702 S. 40th Avenue, Yakima, Washington 90908; (509) 573-2600.



International Trade: The Boeing Company and Auburn High School

Students in U.S. History and International Relations at Auburn (Washington) High School collaborated on a simulated problem involving the purchase of aircraft from The Boeing Company by the Chinese government. The curriculum revolved around a central question: What should U.S. trade policy be regarding Boeing sales to China? Students looked at the sale from the following perspectives: city, state, and national government; labor and human rights organizations; and business and industry.

Project tasks ranged from analyzing Adam Smith's theories and Amnesty International reports to interviewing Boeing employees and labor union representatives. Teams of students researched, prepared, and presented position statements representing a cross section of opinions on issues such as most favored nation status and global competitiveness. Based on the data gathered, the class devised a trade policy. Throughout this process, students compared economic theory with market realities. The project culminated in a presentation of this policy, complete with a feasibility study, to a panel of business, labor, and community representatives.

CONTACT: Mike Zecher and Joe McCuistion, Auburn High School, 800 4th Street N.E., Auburn, Washington 98002; (253) 931-4880.

Urban Youth Become Community Leaders and Global Citizens

Global Kids is an educational organization dedicated to preparing urban youth to become community leaders and global citizens. Designed to enliven the social studies curriculum, the Academic Program consists of interactive workshops for students and professional development for educators. The Leadership Program helps to educate young people about democratic institutions and the political process. Students enrolled in the Leadership Program conduct extensive research on critical global and local issues and share their knowledge through social action projects. Projects range from radio broadcasts about substance abuse prevention to forums with Croatian youth about violence prevention. The Fellows Program helps talented students of diverse backgrounds pursue higher education and careers in international relations. Students involved in the Global Action Project produce educational videos reflecting youth perspectives on local, national, and international issues. Recent productions include a two-part series on homelessness and an exploration of violence prevention in Derry, Northern Ireland.

CONTACT: Global Kids, Inc., 561 Broadway, 6th Floor, New York City, New York 10012; (212) 226-0130, or www.globalkidsinc.org

Marketing to the Global Teenager: An Interdisciplinary Unit

Students in Denver Public Schools enrolled in this course explore how the international market affects them and their international counterparts. This unit addresses Colorado geography standards as well as work-based learning objectives and revolves around a central question: What factors must be considered when marketing to a teenage population in the international marketplace? One of the many course goals is to familiarize students with the political relationship of the United States and its citizens to other nations and to world affairs.

Project-based learning is an integral part of this course. Students choose and define a product to be produced in Colorado, identify a country in which to sell that product, and prepare a briefing booklet of information about the country and the product for a company representative. Based on the item to be marketed and the chosen country, the following information is contained in the booklet: currency, customs, transportation, holidays, dress, visas, geography, and general protocol. In the process of writing up their projects, students must acquire and analyze information in many forms, including statistical data, primary sources, graphs, and geographic variables.

CONTACT: R. Keith Lucero, East High School, 1545 Detroit Street, Denver, Colorado, 80206-1508; (303) 394-8300; or Martha Riley, Eaglecrest High School, 5100 S. Picadilly Street, Aurora, Colorado 80015; (303) 699-0408.

Teaching About the Global Sweatshop

Bill Bigelow, coeditor of *Rethinking Schools* and teacher of history, starts his "global sweatshop" unit with a soccer ball. He asks his students to write from the point of view of the object itself. In so doing, he encourages his students to think about the humans who produce consumer goods.

Students then compete in a transnational capital auction. Pitted against each other to woo capital to their countries, students experience the effect of corporate power on environmental regulations, minimum wage rates, child labor laws, and union organization. This role play exercise is followed by discussions about the forces of globalization on people's lives across the nation and the globe.

Students go on to investigate the issue of child labor in various countries. Some survey local organizations to determine the origins of the materials they use. Research is then followed by letter-writing campaigns or presentations on human rights issues related to the production of materials used. Other students design presentations for area middle schools. Whatever their topic, students take action for justice.

CONTACT: Bill Bigelow, c/o *Rethinking Schools*, 1001 E. Keefe Avenue, Milwaukee, WI 53212-1710; (800) 669-4192.

Note: Bill Bigelow's description of this course appeared in the summer 1997 issue of *Rethinking Schools*.

Relevant Resources

Relevant

RESOURCES

The organizations, online resources, commercial products, and recommended readings included in this section are designed to help you augment your current classes or design new ones.

A great deal of material on the role of the arts and humanities in secondary education exists, and we make no attempt to provide a definitive bibliography. Instead, we recommend here resources that focus on arts and humanities career education and related issues in work-based learning or integrated curricula.

Organizations

American Alliance for Theatre and Education. Provides a network of resources and support for theater artists and theater educators. Housed in the Department of Theatre at Arizona State University. (602) 965-6064, aateinfo@asuvm.inre.asu.edu, or www.asu.edu/cfa/theatre/orgs/aate

Constitutional Rights Foundation. Teaches the principles underlying the Constitution and Bill of Rights through exploring and serving community needs and promoting active citizenship. Provides workshops, materials, and practical support for planning and implementing service learning and career exposure using an interdisciplinary approach. (213) 487-5590, crf@crf-usa.org, or www.crf-usa.org

Educational Theater Association/ International Thespian Society. ETA, a professional organization for teachers, works to improve the status and quality of theater in schools by providing professional development opportunities and advocacy at national and state levels. ITS, the student branch of ETA, provides publications, events, and more for K-12 students. (513) 559-1996, info@etassoc.org, or www.etassoc.org

Foxfire Fund, Inc. Promotes learner-centered, democratic classrooms that connect learning to students' communities. Establishes teacher networks and offers training and support. (706) 746-5318, foxfirefnd@aol.com, or web.indstate.edu/ctl/ffhome.html

Kennedy Center Alliance for Arts Education Network. Helps artists, teachers, and students obtain and share information, resources, and ideas about the arts in K-12 curricula. The ArtsEdge Web site provides lesson plans, a place to submit lessons, and student resources. (202) 416-8845, editor@artsedge.kennedy-center.org, or artsedge.kennedy-center.org

MUSE (Musicians United for Superior Education). Music and dance education for K-12. Teaches movement, dance, drumming, and instruments from African, Afro Latin, African American, and Native American traditions through partnerships with artists-in-residence. (716) 836-5321, kilissa@aol.com, or www.musekids.org

National Center for Research in Vocational Education. Research, development, dissemination, and outreach in work-related education. Urban Schools Network provides career-related learning opportunities and support for teachers, administrators, business people, and students. (800) 762-4093, AskNCRVE@ncrve.berkeley.edu, or vocserve.berkeley.edu

National Transition Alliance for Youth with Disabilities. Resources, research, and model program profiles to aid all youth transitioning from school to employment, post-secondary experiences, and independent living. (202) 884-8000, nta@aed.org, or www.dssc.org/nta

Office of Resources for International and Area Studies. Offers a variety of resources, including curriculum materials and workshops for educators in international studies subjects. Housed in the College of Arts and Sciences at the University of California, Berkeley. (510) 643-0868, orias@uclink.berkeley.edu, or www.ias.berkeley.edu/orias

Project Zero. Seeks to understand and enhance learning, thinking, and creativity in the arts and other disciplines, working primarily in public schools serving disadvantaged populations. A research group at the Harvard Graduate School of Education. (617) 495-4342, info@pz.harvard.edu, or pzweb.harvard.edu

REAL Enterprises (Rural Entrepreneurship Through Action Learning). Program in which students perform all of the roles and tasks necessary to operate a small business that may fill a specific community need. Many graduate with their own operating business. (919) 688-7325

Teachers and Writers Collaborative. Brings together writers and educators to explore connections between writing and reading literature. Writers-in-residence, workshops for students and teachers, publications, and WriteNet—a place to ask questions, share ideas, and find lesson plans. (212) 691-6590, info@twc.org, or www.twc.org

Very Special Arts. Promotes arts, art education, and creative expression involving children and adults with disabilities. The Express Diversity program provides curriculum and activities using creative writing, visual arts, drama, and dance. (800) 933-8721, info@vsarts.org, or www.vsarts.org

Virtual Trade Mission. Project of the President's Export Council for middle school, high school, and college students. Multimedia materials relating to U.S. exports, emerging markets, and the global economy. (202) 371-2407, VTMission@aol.com, or virtualtrademission.org

WritersCorps. An AmeriCorps program working to improve educational achievement and rebuild urban communities through nurturing artistic expression with writing workshops, job skills training, and arts programming in the inner city. (415) 252-2346, (415) 252-4655, or writerscorps@telis.org

Online Resources

Artsednet. Lesson plans and other materials supporting arts education. From the Getty Education Institute for the Arts. www.artsednet.getty.edu

Bloomberg Online World Currency Values. Provides international market news, an alphabetical listing of all world currencies, and rates of exchange. www.bloomberg.com

Careers for Students. Career choice and planning resources primarily useful for college-bound students. Provides a list of skills humanities students possess useful for resumes and applications. From the Humanities Faculty at the University of Calgary. www.ucalgary.ca/UofC/faculties/HUM/Students/Career/career_guide1.html

EcEdWeb. Provides teaching resources for economics teachers from the K-12 level to the college/university level. Links to Web sites with economics information and data useful to teachers and students. ecedweb.unomaha.edu

Europa. The European Union's server with information on the Parliament, the Council, the Commission, the Court of Justice, the Court of Auditors, and other bodies of the E.U. Accessible in all the E.U. languages. europa.eu.int/index-en.htm

Exchange Rate Information. Exchange rates of all national currencies are presented in terms of the U.S. dollar. www.oanda.com

Foundation for Teaching Economics. A nonprofit organization providing leadership in economic education to educators and to young people selected for their leadership potential. www.fte.org

FutureScan Magazine. Among other resources, features links to *I Want to Be an Architect*, *I Want to Be an Attorney*, *I Want to Work in the Environment*, and *I Want to Be a Veterinarian*, where students can learn about these fields and ask professionals about their jobs and education. www.futurescan.com

Global Risk Assessments, Inc. Links to other Web sites useful for research in the field of international business and economics, including political risk and international affairs. www.grai.com

Global Financial Data. Features long-term historical indices on stock markets, interest rates, exchange rates, and inflation rates around the world. Provides historical data on more than 30 countries and dating from the 1690s. www.globalfindata.com

i*EARN (International Education and Resource Network). Provides networks for teacher and student collaboration on projects that contribute to the well-being of all people. Sponsors international conferences and publishes a magazine of student writing and art. www.igc.apc.org/iearn

Interdisciplinary Projects and Topics. Access projects and topics that integrate literature, marketing, social studies, science, and a job shadow. From the Lake Washington (Kirkland, Washington) Senior High Interdisciplinary Team's Topics and Projects page. www/whs.lkwash.wednet.edu/edu/social_studies/interdisc.html

International Development Exchange. Builds partnerships to overcome economic and social injustice. Education and advocacy efforts to increase people's control over their resources, political structures, and economic processes. Uses real-life, present day examples from partner communities in Latin America, Asia, and Africa. www.idex.org

International Education Webzine. Online magazine featuring a plethora of information for teachers interested in the international aspect of education, including professional development opportunities, bulletin boards, and a house-swap list. www.iteachnet.com

JobSmart. Career guides and links to resources useful for gathering information about specific occupations in many fields, including the humanities. www.jobsmart.org

National Bureau of Economic Research, Inc. Private, nonprofit, nonpartisan research organization dedicated to promoting a greater understanding of how the economy works. Promotes and disseminates unbiased economic research among public policymakers, business professionals, and the academic community. www.nber.org

National Educational Media Network. Recognizes and supports quality educational media including film, video, and interactive computer programs. Links to educational media resources and information. www.nemn.org

National Institute of Standards and Technology. Provides information on national and international standards, calibration, and measurement. www.nist.gov

National School-to-Work Office. Contains resources, information on state school-to-work initiatives, grants, and information bulletins. From the National School-to-Work Learning and Information Center. www.stw.ed.gov

Smithsonian Education. Links to Smithsonian museums featuring online exhibits, curriculum materials, and more. A downloadable Smithsonian resource guide for teachers contains lessons and materials using primary materials and museum collections for arts, language arts, science, and social studies. educate.si.edu

U.S. Department of Education. Links to many general educational organizations, publications, and resources. Curricular Resources and Networking Projects links to sites such as American Memory, providing primary materials from the Library of Congress, Foreign Language Teaching Forum, and The Tech Museum of Innovation, featuring online art exhibits. www.ed.gov/EdRes

Washington State Work-Based Learning Resource Center. Provides information and resources information for implementing work-based learning programs. A thorough list of available readings and classroom materials. www.wa-wbl.com

World Bank Group. Searchable Web site provides an overview of the World Bank Group, its history, functions, governance, and financing. Describes development progress over the last 30 years and persistent global problems. www.worldbank.org

Products

History, Geography, & Foreign Languages

Geography in U.S. History. Places historical events from 1787 to present in context of time and place. Ten closed-caption videos that may be used as a complete course or as a supplement. Grades nine to 12. Agency for Instructional Technology: (812) 339-2203 or www.ait.net

Global Geography. Ten video units focusing on a world region, a geographic theme, and a geographic skill using specific people and families in the regions. Correlates with many global geography texts. Geografia Global integrates global geography with a Spanish language course, and Geographie in Beispielen with German. Grades six to nine. Agency for Instructional Technology: (812) 339-2203 or www.ait.net

A Sustainable Development Curriculum Framework for World History and Cultures. Combines concerns about ecology, economic development approaches, and justice issues with lessons in world history, world cultures, world geography, and global studies. Background on sustainable development, sample lessons, an analytical framework, resource lists, and a student action guide. Grades nine to 12. Global Learning, Inc.,: (908) 964-1114 or viconet.com/~schnarr/global.htm

National Center for the Study of History. Publications and curriculum materials on projects, career exploration, and guidance in history. Teaches history content as well as the application of history, language arts, and science in occupations. Various grades from six to 12. (207) 637-2873 or www.SerenusPress.com

Teaching with Historic Places. Lesson plans using buildings on the National Historic Register to develop critical-thinking skills while teaching about historical events, heritage, and resources in the community. Ideas and strategies for studying local historical sites. National Trust for Historic Places: (202) 343-9536 or www.cr.nps.gov/nr/twhp/home.html

Global Economics

Applied Economics. Students organize and manage computer-simulated companies that provide direct application of theoretical learning. Involvement of local business people. Grades 10-12. Junior Achievement: (719) 540-8000 or www.ja.org

Chevron Electronic Classroom. Free videos exploring topics in economics, history, art, and music. Arts and music series hosted by professionals in the field; features career segments. Videos accessed by satellite feed. Chevron Educational Materials: (888) 996-3656 or www.chevron.com/community

State Humanities Councils

State humanities councils support many projects in the humanities, including lectures, conferences, seminars, and institutes. Outreach activities for teachers and students often include contact with professionals in fields directly related to study in the humanities. Contact your state council to find out about the programs they support and the kinds of humanities-based activities they offer.

Alaska Humanities Forum
(907) 272-5341,
forum@alaska.net

Arizona Humanities Council
(602) 257-0335
ahcdan@asuvm.inre.asu.edu

California Council for the Humanities
(415) 391-1474
cch@netcom.com

Colorado Endowment for the Humanities
(303) 573-7733
mcoval@qadas.com

Hawaii Committee for the Humanities
(808) 732-5402
hch@aloha.net

Minnesota Humanities Commission
(612) 774-0105
mnhum@gold.tc.umn.edu

Montana Committee for the Humanities
(406) 243-6022
lastbest@selway.umt.edu

Oregon Council for the Humanities
(503) 241-0543
och@teleport.com

South Dakota Humanities Council
(605) 688-6113
sdhc@sdsumus.sdstate.edu

Utah Humanities Council
(801)-359-9670
delmont.oswald@mc.cc.utah.edu

Washington Commission for the Humanities
(206) 682-1770
wch@humanities.org

Wyoming Council for the Humanities
(307) 766-6496
hummer@uwyo.edu

Other Useful Agencies

Americans for the Arts
(202) 371-2830
nalaamem@artswire.org
www.artsusa.org

National Assembly of State Art Agencies
(202) 371-2380
nasaa@nasaa-arts.org
www.nasaa-arts.org

National Endowment for the Arts
(202) 682-5400
webmgr@arts.endow.gov
arts.endow.gov

National Endowment for the Humanities
(800) 634-1121
info@neh.gov
www.neh.fed.us

Economics at Work. Multimedia, one-semester course exploring the impact of economics in the workplace, on public policies, and on students themselves. Grades nine to 12. Agency for Instructional Technology: (812) 339-2203 or www.ait.net

GLOBE. Students create and manage an international company, research markets, and develop business strategies. Students may visit partners in other countries. Grades nine to 12. Junior Achievement: (719) 540-8000 or www.ja.org

International Student Forum. Students participate in conferences with students and professionals from Junior Achievement International programs in Africa, Asia, Australia, Canada, Europe, and South America. Grades nine to 12. Junior Achievement: (719) 540-8000 or www.ja.org

The International News Journal, Inc. Teaches economic concepts through regular classroom subjects including reading, language arts, geography, and mathematics. Students research and write articles for a news journal, form a classroom corporation, market and sell their product to the community. Economics America: (800) 338-1192 or www.economicsamerica.org

Virtual Economics. CD-ROM that contains new National Standards in Economics linked to lessons in an electronic resource library and curriculum units on economics and the environment, personal finance and advanced placement economics. Economics America: (800) 338-1192 or www.economicsamerica.org

Global Economics Curriculum Series. Helps students understand community demographics and resources, approaches to economic development, and global influences that affect community development both locally and overseas. Grades nine to 12. International Development Exchange (IDEX): (415) 824-8384 or www.idex.org

International Development Exchange School Partnership Program. Presentation materials about people engaged in community projects in Africa, Asia, Latin America, and the United States. Grades nine to 12. IDEX: (415) 824-8384 or www.idex.org

Integrated Curricula

***Analyze* and Apply, Inc.** Project-based lesson plans integrating core curriculum with related subject material and concepts. Highlights career pathways, specific professions, and typical job duties. Grades 11-12. *Analyze* and Apply, Inc.,: (517) 337-7825 or www.analyze-apply.com

Connections. Series of teacher and student guides for various stages of community-based learning, from career exploration to job shadows to teacher and student internships. Grades eight to 12. Northwest Regional Educational Laboratory: (800) 547-6339 or www.nwrel.org/edwork/connect.html

EFG Curriculum Collaborative. Integrated curriculum, videos, CD-ROMs, and other materials for building the Ecological Futures Global model. Emphasizes business/community involvement, technology, and work-based learning. Workshops and training available. EFG Curriculum Collaborative: (602) 998-9939 or www.efgedu.org

Integrating Social Studies, Economics, and Language Arts with the Workplace: Curriculum Users Guides for School-to-Work Transition. Summaries and samples of available curricula that integrate content of social studies, economics, and language arts with school-to-work principles. Various grades. Center for Learning, Technology, and Work; The Network: (800) 877-5400

Integration of Academic and Career Learning. A range of products that help develop an integrated curriculum approach and plan integrated lessons. Various grades. Los Angeles Area Business/Education Partnership Co-op, East San Gabriel Valley Regional Occupational Program: (818) 472-5108

Literature

The Art of Work: An Anthology of Workplace Literature. Complete short stories, essays, poems, and one play that highlight workplace themes and characters with a critical perspective on work and life. Includes writings of Langston Hughes, Gabriel Garcia Marquez, George Orwell, Marge Piercy, and many others representing diverse cultures and experiences. Grades seven to 12. South-Western Educational Publishing: (800) 354-9706 or www.swpco.com

Career Choices and Possibilities: A Supplemental Anthology. Helps students reflect upon skills, interests, and values to envision career and life possibilities. *Possibilities* features complete and excerpted short stories and poetry. Teacher-developed to address at-risk students' needs, especially teenage girls. Grades eight to 12. Academic Innovations: 800-967-8016 or www.academicinnovations.com

Dramas for the Classroom. Plays depicting the lives of famous Americans such as Susan B. Anthony, Phillis Wheatley, and Booker T. Washington. Includes related classroom activities. Grades five to 12. Learning Well: (800) 645-6564

Classics for All Ages: The Sixty-Minute Shakespeare Series. Condensed Shakespeare plays that preserve original language. Designed for use as an introduction to Shakespeare or for performance copies. Accommodates career exploration in the theater. All grades. Five Star Publications, Inc.,: (602) 940-8182 or www.fivestarsupport.com

Literature for Life and Work. Short stories, plays, poems, and essays from a variety of authors (some excerpted). Integrates traditional English course with math, art, history, and science topics as well as workplace concerns and skills. Three volumes available: *Literature for Life and Work*, *American Literature for Life and Work*, and *British & World Literature for Life and Work*. Grades seven to 12. South-Western Educational Publishing: (800) 354-9706 or www.swpco.com

Shakespeare: To Teach or Not to Teach. Teacher's resource for teaching or producing Shakespeare's plays. Incorporates math, science, journalism, music, social studies, and other subject areas into the teaching of Shakespeare as a means to understand and analyze the plays. For teachers. Five Star Publications, Inc.,: (602) 940-8182 or www.fivestarsupport.com

Writing & Communications

Communication 2000. Ten modules with 15 lessons each that can be used alone or integrated with other modules. Includes video cassettes, video disks, audio cassettes, and computer activities. Also available: *Communication for Health Services Careers*, *Communications for Business and Marketing Careers*, *Communication for Engineering and Industrial Careers*. Grades nine to 12. Southwest Publishing: (800) 354-9706 or www.swpco.com and Agency for Instructional Technology: (812) 339-2203 or www.ait.net

Write for College. Emphasizes types of writing students will encounter in college, including MLA and APA documentation styles. Teaches college "survival" skills: critical reading, note taking, and college vocabulary. Grades 11-12. Write Source: (800) 235-3565 or thewritesource.com

Write for Your Life. Integrates English grammar and mechanics into context of everyday work, school, and personal writing. Individualized, self-paced activities (written and computer) that may be used together or alone. Grades seven to 12. Learning Well: (800) 643-6545.

Writers INC: A Student Handbook for Writing and Learning. Writer's handbook that covers reflective, creative, research, literary and academic, and business modes of writing. Contains copies of U.S. historical documents. Companion *Sourcebook* contains writing assignments and models. Grades nine to 12. Write Source: (800) 235-3565 or thewritesource.com

Writers INC: School to Work. Writer's handbook that blends academic writing with types of workplace communications. Almanac of tables, maps, and historical timeline. Companion *Sourcebook* contains writing assignments and models. Grades nine to 12. Write Source: (800) 235-3565 or thewritesource.com

Recommended Reading

Arts Education Partnership Working Group. (1993). *The power of the arts to transform education.* Washington, DC: John F. Kennedy Center for Performing Arts.

Beane, J. (1997). *Curriculum integration: Designing the core of democratic education.* New York, NY: Teachers College Press.

Benz, M., & Lindstrom, L. (1997). *Building school-to-work programs: Strategies for youth with special needs.* Austin, TX: PRO_ED.

Bigelow, B. (1997, Summer). The human lives behind the labels: The global sweatshop, Nike, and the race to the bottom. *Rethinking Schools, 11*(4), 6.

Bottoms, G., et al. (1992). *Making high schools work through integration of academic and vocational education.* Atlanta, GA: Southern Regional Educational Board.

Bottoms, G., & Sharpe, D. (1996). *Teaching for understanding through integration of academic and technical education.* Atlanta, GA: Southern Regional Educational Board.

Braunger, J., & Hart-Landsberg, S. (1994). *Crossing boundaries: Explorations in integrative curriculum.* Portland, OR: Northwest Regional Educational Laboratory.

Look in Your Library

Among many others, the following books provide career information, career guidance, and postsecondary education information. Public, community college, and university libraries likely have the most current editions of these and other yearly publications like *The Writer's Market* and *The Artist's and Graphic Designer's Market*.

- **Morgan, B. 1993. *Advertising Career Directory*. New York, NY: Career Publishing Corp.**
- ***Career Choices for Students of Arts*. 1990. New York: Walker Publishing.**
- **Franklin, C. (Ed.). 1990. *Directory of Art Publishers, Book Publishers, and Record Companies*. Renaissance, CA: Directors Guild Publishers.**
- **Seguin, M. 1991. *The Perfect Portfolio*. Hawthorne, NJ: The Career Press.**
- ***Peterson's Professional Degree Programs in the Visual and Performing Arts*. 1996. Princeton, NJ: Peterson's Guides, Inc.**

Business Committee for the Arts, Inc. (1994). *Why business should support the arts: Facts, figures, and philosophy*. New York, NY: Author.

Coles, R. (1989). *The call of stories: Teaching and the moral imagination*. Boston, MA: Houghton Mifflin.

Getty Education Institute for the Arts. (1996). *Educating for the workplace through the arts*. New York, NY: McGraw-Hill.

Grubb, W.N. (1995). *Education through occupations in American high schools. Vols. 1 and 2*. New York, NY and London, England: Teachers College Press.

Grubb, W.N., et al. (1996). *Community college innovations in workforce preparation: Curriculum integration and Tech-Prep*. Mission Viejo, CA: League for Innovation in the Community College.

Hull, J. (1994). *School-to-life planning: Broadening rural students' horizons*. Portland, OR: Northwest Regional Educational Laboratory.

Jacobs, H.H. (Ed). (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: Association for Supervision and Curriculum Development.

Morrison Institute for Public Policy. (1995). *Schools, communities, and the arts: A research compendium*. Washington, DC: NEA.

Murfee, E. (1995). *Eloquent evidence, arts at the core of learning*. Washington, DC: National Assembly of State Arts Agencies.

National Assembly of Local Arts Agencies. (1993). *Arts in the local economy*. Washington, DC: Author.

National Endowment for the Arts. (1995). *The arts and education: Partners in achieving our national education goals*. Washington, DC: Author.

O'Connor, S. (1997). *Will my name be shouted out?* New York, NY: Touchstone.

Powell, M.C. (1997, February). The arts and the inner lives of teachers. *Phi Delta Kappan, 78*(6), 450.

President's Committee on the Arts and the Humanities. (1997). *Creative America: A report to the president*. Washington, DC: Author.

Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: U.S. Department of Labor.

Seidel, K. (1996, Summer). Theatre builds leadership skills. *Teaching Theatre, 7*(4), 450.

Sessions, R., & Wortman, J. (Eds). (1992). *Working in America: A humanities reader*. Notre Dame, IN: University of Notre Dame Press.

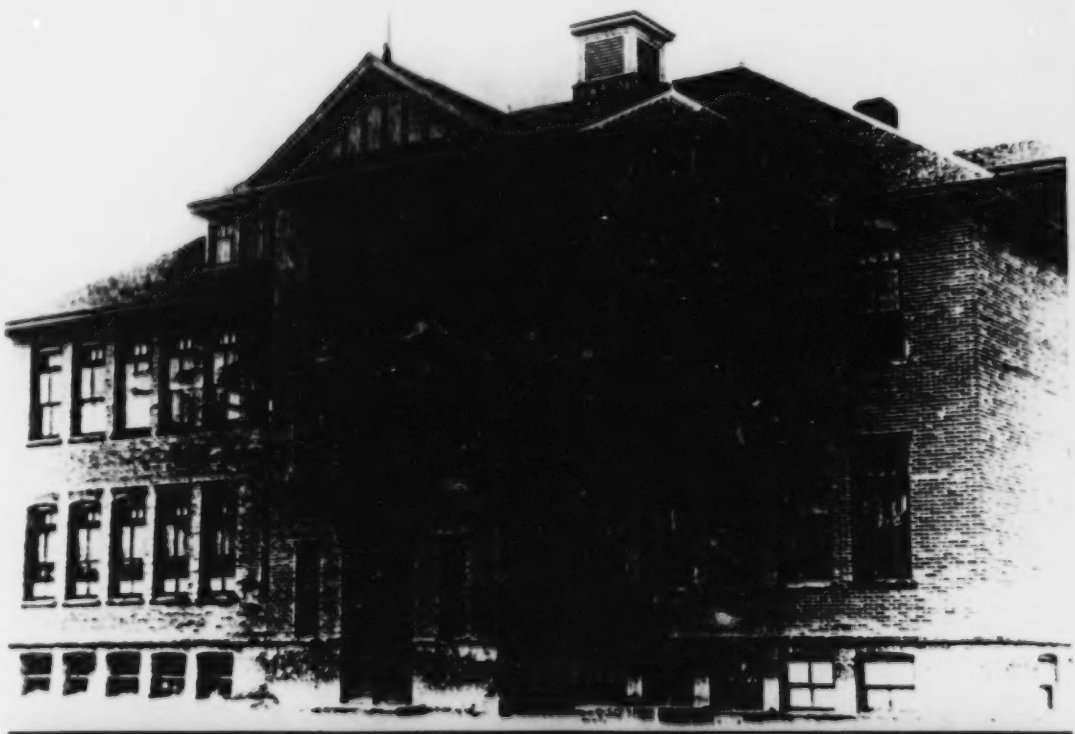
Steinberg, A. (1997). *Real learning, real work: School-to-work as high school reform*. New York, NY: Routledge.

Weitz, J.H. (1996). *Coming up taller: Arts and humanities programs for children and youth at risk*. Washington, DC: President's Committee on the Arts and Humanities.

Whyte, D. (1996). *The heart aroused: Poetry and the preservation of the soul in corporate America*. New York, NY: Currency/Doubleday.

Wicks, S.A. (1997, February). Integrating American popular regional music into the curriculum. *Phi Delta Kappan, 78*(6), 460.

Planning Worksheets



Planning

WORKSHEETS

The following tools were designed to help integrate subject content with career exploration and other community-based learning activities. The Sample Planning Questions and Sample Planning Matrix for Career Pathways will provide some initial ideas. Feel free to copy the blank forms and use them to begin planning your own lesson, unit, or entire course.

Sample Planning Questions (Subject: Shakespeare)

Use the questions below to help flesh out your course goals, resources found in your community, and the kinds of careers your students can learn about. Then use the Blank Planning Matrix for Career Pathways to lay out your class activities.

What local and state standards are served by student activities?

Read, interpret, & present Shakespearean play.
Recognize literary devices (imagery, soliloquy, asides, etc.).
Understand the process of play production.
Learn about careers related to the theater in Shakespeare's day. Which ones still exist? How have they changed?

What businesses, organizations, and occupations are related to my subject? To the unit's specific topics?

Community theater people-from manager to ticket taker, advertising performance-artist, ad design (accounting).
Newspaper, television, radio reviewers.
Drama teachers & students (community college/university).
Organizations: local theater, artists co-op, theater construction groups/unions.

What related businesses, community organizations, social service, or government agencies are located in or near my community?

Community theater, senior citizen center, outdoor theater, children's theater, arts organizations (nonprofit & gov't sponsored), people who can sponsor, give time or materials, speak to class, or do site tours/ob shadows.

What resources are available in the community to teach students about the subject or a topic?

Community theater people (children's & adult theater).
Community college/university students or professor.
Costume & make-up people from theaters.
Parents who might be professionals or have related hobbies.
Someone who can teach kids about designing or constructing sets.

If students go on a site tour, what should they gain? How should they demonstrate what they've learned (written report, public presentation, portfolio, journals, etc.)?

Know steps & people it takes to get to the end product-the performance, specifics of jobs visited.
Ongoing journals, oral & written reports, construct matrix of all elements & occupations involved in play production. Write review of the production. Interview audience to see how they interpreted the "text." Videotape the play, maybe even practices.
Do their own production, demonstrate through the production: ads, set, acting, review, ushers, budget, etc.

Brainstorm related careers

Set designer
Reviewer/writer
Playwright
Actress/actor
Director
Make-up artist
Costume designer/maker
Set construction worker
Manager
Fund raiser for nonprofit theater
Teacher/drama coach
Dramaturge/historian

Who, What, and Where

Who can talk to my class about related careers and postsecondary education options?

Theater manager, TV reporter, newspaper writer/reviewer, local play director, costume & makeup person from theater or TV station

What groups of people in the community can benefit from student projects?

Senior center, elementary school, our own school, whole community

What kinds of projects can students design and carry out?

Put on own play, research & design costumes & setting, help with local productions-ads, make-up, costumes, understudies

Who can I turn to for resources and materials?

Local theater, school drama club, senior/community center, stores (costumes & make-up), hardware/lumber stores (materials), artists, parents

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Sample Planning Matrix for Care

Curriculum Goal: Understand and interpret events, issues, and developments within and across eras in U.S. History.
Course Goal: Understand impact of historical events on specific parts of society, population, and economy by closely studying those part

Health & Human Services	Arts & Communications	Business & M
Industrialization	**Vietnam War/1960s**	**Colonial Er Independer**
In-Class Activities ■ Effects of industrialization on health of workers in this part of the century ■ Development of government regulations of industries to ensure health & safety of workers ■ Organization of labor unions to protect workers	**In-Class Activities** ■ Role of arts & music to protest or support Vietnam War ■ What expressions are/are not protected by the U.S. Constitution?	**In-Class Activitie** ■ Colonies' d relationship what changed ■ What busi characterized economies? ■ Cottage ind women's wor
Community-Based Activities ■ Visit local industry, organization, or social service agency ■ Guest speaker talks to class about health & safety issues in their particular field, & how these have changed over the past decades ■ Students prepare & deliver oral presentation on topics to workers in the field, at local health fair or clinic	**Community-Based Activities** ■ Visit local radio station to learn about reporting & production ■ Produce audio or written report for broadcast on local radio station, possible topic: how citizens can initiate positive change today	**Community-Base** ■ Visit local at primary d community's and history ■ Learn abou of archives a of document record keepin

BEST COPY AVAILABLE

Pathways (Subject: American History)

ough lens of career pathways. Expand knowledge of available occupations and careers.

agement ting	Natural Resources & Sciences	Technology, Manufacturing, Engineering
p	Exploring the West, 1803-1879	World War II
oping England: why ses & trades colonies ries & the home	**In-Class Activities** ■ Opening of the American West ■ The great migration ■ Lewis & Clark's expedition, its purposes & its consequences	**In-Class Activities** ■ Relationship between technological innovations & WWII ■ Relationship among military, government, & civilian segments of economy
ivities seum to look ments of tlement e importance he process servation and	**Community-Based Activities** ■ Construct an interpretive display of community during the great migration ■ Make a botanical chart of Lewis & Clark discoveries & display of local plant life for Natural History Museum	**Community-Based Activities** ■ Visit local industries or organizations to learn how their trade has developed since WWII & how new kinds of technology have affected how they do business ■ Write a report or produce a video for a business's or organization's use (public relations, employee orientation, etc.)

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Blank Planning Mat

Curriculum or Course Goal: _____

Health & Human Services	Arts & Communications	Business & M
In-Class Activities	In-Class Activities	In-Class Activitie
Community-Based Activities	Community-Based Activities	Community-Base

...k for Career Pathways

...agement ...eting	Natural Resources & Sciences	Technology, Manufacturing, Engineering
	In-Class Activities	In-Class Activities
...ivities	Community-Based Activities	Community-Based Activities

BEST COPY AVAILABLE

Blank Planning Questions

Use the questions below to help flesh out your course goals, resources found in your community, and the kinds of careers your students can learn about. Then use the Blank Planning Matrix for Career Pathways to lay out your class activities.

Course: _____

What local and state standards are served by student activities?

What businesses, organizations, and occupations are related to my subject? To the unit's specific topics?

What related businesses, community organizations, social service, or government agencies are located in or near my community?

What resources are available in the community to teach students about the subject or a topic?

If students go on a site tour, what should they gain? How should they demonstrate what they've learned (written report, public presentation, portfolio, journals, etc.)?

Brainstorm related careers

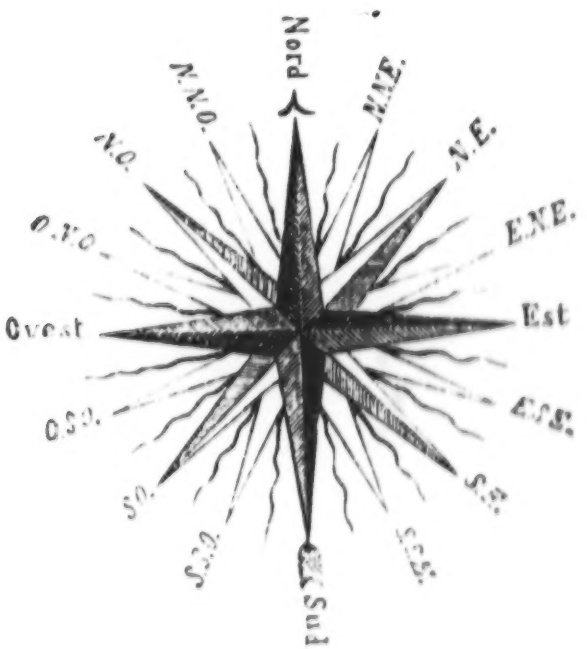
Who, What, and Where

Who can talk to my class about related careers and postsecondary education options?

What groups of people in the community can benefit from student projects?

What kinds of projects can students design and carry out?

Who can I turn to for resources and materials?


Nord
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E.S.E.
S.O.
S.S.O.
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